

DOCUMENT RESUME

ED 059 390

VT 014 732

AUTHOR Holstein, Herbert B.
TITLE Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report, Volume III. Elementary School Project for Levels One-Six and Middle School Project for Levels Seven and Eight.
INSTITUTION Lincoln County Schools, Hamlin, W. Va.
SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE 31 Dec 71
CONTRACT OEC-0-71-682(361)
NOTE 563p.
EDRS PRICE MF-\$0.65 HC-\$19.74
DESCRIPTORS Behavioral Objectives; Bibliographies; *Career Education; *Curriculum Development; Elementary Education; *Instructional Materials; Occupational Clusters; Occupational Information; Research Projects; Resource Units; Student Evaluation; *Teaching Guides; Teaching Techniques; Vocational Education
IDENTIFIERS Career Awareness; Career Orientation

ABSTRACT

Prepared for an exemplary project in vocational education, this seven-part interim report provides instructional materials useful in career awareness and career orientation programs. Designed specifically for grades one through eight, each part of the multiple volume report includes: (1) general objectives, (2) behavioral objectives, (3) teaching strategies, (4) evaluation techniques, (5) field trip information, and (6) a resource bibliography. Also, teaching units for grades 1-6 were developed to assist the teacher in selecting classroom activities for the learning period. These units cover such topics as: (1) Wonderful World of Work, (2) Our Parents In the World of Work, (3) Clothes of Today, (4) Workers Within Our Community, (5) Opportunities In Our State, (6) Crafts of Appalachia, (7) Careers In Music, and (8) Communicating Through Letters. For Grades 7 and 8 occupational clusters were identified which include: (1) manufacturing, (2) construction industry, (3) service, (4) transportation, and (5) business and related occupations. Related documents are available as VT 014 729-014-733 and VT 014 487 in this issue. (JS)

ED 059390

Volume I of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-O-71-682(361)

"Improving a Rural Area School Program with Expanded
Vocational Education Services by Utilizing
Comprehensive Career Orientation and
Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

VT014732
Part 1 of 1

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

- I. Synopsis
- II. General Objectives
- III. Behavioral Objectives
- IV. Teaching Strategies
- V. Evaluation
- VI. Correlation of Subject
- VII. Appendices
 - A. Field Trips
 - B. Experience Chart
 - C. Suggested Parental Letters
 - D. Resource Bibliography
 - E. Teaching Units

A Suggested Resource Unit

for

Level One

Career Awareness

Synopsis

A good way to begin career awareness is to focus on jobs in the family. We should work closely with the child and his family to promote career awareness, understanding of self, and an awareness of how the child relates to the world around him by providing a wide variety of experiences intergrating the world of work into the total environment.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.

6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To recognize the many job clusters as they relate to the world of work in career awareness.
2. To name the different kinds of activities that people perform within the family.
3. To identify the basic occupational skills used in the different activities within the family.
4. To identify from first hand knowledge a basic awareness of an occupational area as it relates to the world of work.
5. To simulate occupations of other people whose careers has made it possible to attend school.
6. To compile a knowledgeable bibliography of parental occupations as it relates to the world of work.

Teaching Strategies

1. Role playing by the students.
 - A. Using simple props such as toys.
 - B. Interview techniques such as "who are you, what do you do, and what do you want to be when you grow up." Role playing or anything the students may tell you in the interview is followed by a group discussion involving the entire class.
2. The students in role playing will use as a guide their concepts of the world of work.
 - A. Students may use puppets, simple costumes or puzzles, or anything they may bring from home which will broaden their knowledge of the world of work.
 - B. Parents could be asked at various times to come to school in work clothes and speak briefly with the children about the work that they do.
 - C. Class discussion on everything that is done in class concerning occupations.

Note: Role playing in an imaginative play, along with parent discussions will broaden the students horizons as to the variety of roles in the occupational world and help the students to see themselves as being potential workers with worthwhile contributions to the occupational world.

3. Teachers read stories to the students on different aspects of occupations and as the students read, and as occupational knowledge increases, skill in reading will also improve.

Note: (All of this should be open-ended)

4. The students should listen to prepared tapes, records, with a follow up of discussion.

Note: (See Resource Bibliography)

5. Show appropriate filmstrips as they relate to the world of work.

Note: (See Resource Bibliography, Show and Tell experiences may be on any or all of the above occupations)

6. Encourage students to collect pictures on the different occupations which may be used in building bulletin boards, displays, free discussions, or scrapbooks.
7. Assignment of individual tasks or volunteer jobs in the classroom or school as they relate to the world of work.
8. As exercises for free time periods, students should be encouraged to begin a wall picture they can add to as their concepts of occupational awareness broaden.
9. Individual involvement in work songs and games that are occupationally oriented.
10. Field trips

Note: (See Appendix A) This allows the students to react to actual job situations. Workers in many walks of life should be pointed out and their jobs discussed. Students

need to see, hear, touch, smell, and taste to become aware of the different attitudes, emotions, and skills that are involved in different occupations. Field trips should be planned before-hand with class discussion as to what they may expect, people that they may meet and things they may look for in every field trip. Students should be encouraged to question workers about their occupations during the field trips. Classroom follow-up is a must after a field trip to produce a more meaningful and desirable atmosphere of learning, and to reinforce insights generated during the trip.

Evaluation

- A. The observation of pupil participation in group discussion as they relate to career awareness.
- B. Observation of pupil participation in activities.
 - 1. Materials brought to class
 - 2. Participation in role playing
 - 3. Oral questioning of students
 - 4. Participation in group discussions
- C. Student Responsibilities
 - 1. Responsibilities they had when school started.
 - 2. Responsibilities they now perform at the closing of school.
 - 3. Occupations they observed at the first of the school term.
 - 4. Occupations that they now can observe.
 - 5. Pre and post testing.
 - 6. Besides the suggested resource unit, other information that could be employed for level one might include:
Games, songs, stories, recordings, records, poems, film list, film strip listing, puzzles, letters-
parents, employers, workers visited on field trips, career book lists, tapes, file on simple problems and occupational information which was gained from study, and a county adopted text book list.

Correlation of Subjects Taught

Social studies texts, reading textbooks, stories, and related units can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used very effectively. The relationship of various occupations should be shown, as well as their relationships to existing curriculum components.

The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing related to occupational awareness. Math could include the relationship of the worker and math skills needed to perform various occupations in the world of work. Art can be pictorially related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

APPENDICES

APPENDICES

- A. Field Trip
- B. Experience Chart
- C. Suggested Parental Letters
- D. Resource Bibliography
- E. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip:

1. Having students develop an awareness of the many different workers in the community.
 - a. home
 - b. school
 - c. neighborhood
 - d. local or nearby town

2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
 - a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have
3. Make plans for transportation
 - a. What kind?
 - b. Who will provide it?
 - c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given
 - a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion

2. Student committee should gather career information.
 - a. Kind of workers
 - b. Working conditions
 - c. Training of workers
 - d. Duties of workers
3. Safety precautions should be dismissed.
4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

EXPERIENCE CHARTS

Experience charts have been found to be an effective technique in encouraging children to read. The following suggestions are presented to show the teacher how she or he can develop an awareness of the different vocations and how they affect the child.

The teacher may select a child and develop an experience chart about his father by including questions similar to the following:

1. What does your father do?
2. Where does he work?
3. Does he work by himself?
4. What does he do in his job?
5. How does the policeman help us?
6. What would happen if we didn't have the policeman?
7. If you wanted to be a policeman, would you need to like people?

SAMPLE CHART

My father is a policeman.
He works in town.
He works with other policemen and other people.
He helps people.
He helps me across the street.
We would not be safe without policemen.
The policemen needs to like people.

Charts may be developed on mothers, community workers, school workers, jobs I do, and jobs I know.

SUGGESTED LETTER TO PARENTS

Dear Mr. _____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

4. Would a field trip to your place of employment be beneficial at this grade level? _____

5. Would you serve as a field trip aide when we take field trips? _____
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes

no

Sincerely

RESOURCE BIBLIOGRAPHY
LEVEL ONE
CAREER AWARENESS
EXEMPLARY PROJECT

Books

(Learn and Play Series)

Big Train Book
Big Truck
Big Fire Engine

I Want to Be A Mechanic
I Want to Be A Newsreporter
I Want to Be A Policeman
I Want to Be a Dairy Farmer

Community Helpers by David Cook
About Family Helpers by Jane Hefflefinger and
Elaina Hoffman

<u>I Want to Be A Fireman</u>	Show and Tell Series
<u>My Friend the Doctor</u>	Show and Tell Series
<u>The Little Cowboy</u>	Show and Tell Series
<u>My Friend the Policeman</u>	Show and Tell Series
<u>I Want to Be</u> by Clara Green--	Children Press Series

Records

The Little Fireman
The Little Cowboy
Let's be A Policeman
Animal Supermarket
Riddle Me This
The Milk Journey
Three Little Trains
Let's Be A Fireman

Filmstrips

My Mother Is a Dental Assistant
My Mother Is a Waitress
My Mother Works in a Office
My Mother Works in a Bank
My Mother Works at Home
My Mother Works in a Drug Store
My Dad is a Moving Man
My Dad Works in a Shoestore
My Dad Works in a Factory
My Dad is a Carpenter
My Dad Works in a Service Station
My Dad Works in a Supermarket
The Dairyman---Eyegate Series
The Shoemaker---Eyegate Series
The Tailor----Eyegate Series

Guidance Stories---Encyclopedia Britannica

The Butcher---Eyegate Series
The Fruit and Vegetable Store---Eyegate Series
The Neighborhood Doctor---Eyegate Series
The Neighborhood Nurse---Eyegate Series
The Neighborhood Barber---Eyegate Series
The Neighborhood Beautician---Eyegate Series
The Automobile Service Station---Eyegate Series
The Family as a Social Institution---SVE
Interdependence of the Family---SVE

Songs

I Want To Be A Postman
Building A House

Films

Working Together In the Family---SVE
Children At Work---United World Film
Our Family Works Together---Cornet Films

Others

People Figures
Judy Story Figures
Transportation Toys
Puzzle Plaques
Hand Puppets
Puppet Playmates
Flannel Board of Community Helpers

Judy Occupational Series (Puzzles)
Judy Contemporary Series (Puzzles)
Sesame Street Learning Kit
Costumes
Tool Set
Family Tree Mobile--Creative Playthings

Children Press

I Want To Be

Sextant Series

Come To Work With Us

SRA

World of Work Series

Flannel Aids

The Family

TEACHING UNITS

- I. Wonderful World of Work
- II. Working at Home
- III. Family Living
- IV. Our Business Experience in the World of Work
- V. Contributions Toward My Education
- VI. Our Parents in the World of Work

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

WONDERFUL WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Wonderful World of Work

Behavioral Objective: To recognize the many job clusters as they relate to the world of work in career awareness.

Procedures	Student Activity	Notes & Resources
Administer pictorial test of various occupations.	Record individual answers in handbook or on paper to be used in students personal file. Each student should take the test without any help from anyone, preferably with the teacher reading the test to the individual student and letting him mark the answers in the teachers presence.	If instructions are read by teacher plan for five students in one hour time block. The entire class should be finished in one week.
Explore cluster occupations through a variety of materials.	Student selects information desired. Learns about some of the different occupations. Perhaps students have indicated by now what they would like to be. Students may	Time will vary according to student interest. Good area for class experiences using show and tell methods. e.g. could lead into students making bul-

(cont.)

Initiate the starting of individual scrapbooks concerning occupational awareness.

Discuss the importance of the job interview.

1. Manners
2. Cleanliness

actually work on a particular area or topic which interest them.

Students make a scrapbook on what interests them. Allow for free time for the student to collect pictures, cutting them out and putting them in the scrapbook. Allow for free time for the student to do personal drawings, coloring, preparing, and assembling them in the scrapbook in their own individual manner.

Students could conduct interviews with each other to gain self confidence in learning to express themselves and overcoming bash-

letin board which pertains to the world of work.

Include in the scrapbook pictures from different magazines and drawings done by the student.

Some students may finish before others. Each scrapbook should be discussed in the classroom by all students.

Teachers can evaluate each book and display them in the room.

(cont.)

3. Dress

4. Express self

fulness. Mock inter-views by students by using a tape recorder. Play tape back so students can hear themselves. Follow up by classroom discussion discussing the strengths and weakness of each student.

Teacher administer to each student a interview which is recorded on tape.

This could be typed or written up for each student on a separate page and put in their scrapbook.

e.g. These could also be discussed in class showing the individual interest of the student to the world of work.

Administer pictorial post test of various occupations.

Each student should take the test without any help from anyone, preferably with the

Both pre and post test results should be kept so that they can be filed in the

(cont.)

Resources

SRA

World of Work
Series

Films

S.V.E. Working
Together

In The Family

United World Film

Children At Work

Cornet Films

Our Family Works
Together

Books

David Cooke

Community Helpers

Jane Hefflefinger and

Elama Hoffman

About Family Helper

Clara Green

I Want to be A
Mechanic

I Want to be A
Newsreporter

I Want to be A
Policeman

I Want to be A
Dairy Farmer

Judy Series

Lifelike Family

Puzzles (Judy)

(cont.)

Occupational Series

Contemporary Series

Flannel Aids

The Family

Records

Let's Be A Fireman

Let's Be A Policeman

and others

Songs

I Want To Be A
Postman

Building a House

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Home activities as it relates to community activities, which may become a part of a more challenging learning experience to the students in a unit of work.

1. Cooking
 - a. pastery
 - b. short order
 - c. sandwiches
 - d. salad
 - e. vegetable
 - f. meats
 - g. soups
2. Cleanliness
 - a. waxer
 - b. washer
 - c. iron
 - d. maid
 - e. housekeeper
 - f. caretaker
 - g. sanitary conditions where we live and work
3. Grooming
 - a. barber
 - b. cosmetology
 - c. drug store workers
 - d. beautician
 - e. models
 - f. dentist
 - g. exercises
 - h. manicurists
 - i. pharmacy
4. Health Services
 - a. medical
 - b. social work
 - c. provide care for the young
 - d. provide care for the elderly
 - f. provide healthy places to live
 - g. provide healthy places to work

Units on Family Occupational Awareness could be implemented in the following occupational areas:

- | | |
|-----------------|-------------------------------|
| 1. Homemaker | 24. Truck Driver |
| 2. Cook | 25. Salesman |
| 3. Maid | 26. Carpenter |
| 4. Seamstress | 27. Factory Worker |
| 5. Custodian | 28. Service Station Attendant |
| 6. Farmer | 29. Airplane Hostess |
| 7. Policeman | 30. Animal Doctor |
| 8. Fireman | 31. Baker |
| 9. Mechanic | 32. Baseball Player |
| 10. Zoo-Keeper | 33. Bus Driver |
| 11. Doctors | 34. Cowboy |
| 12. Nursing | 35. Dairy Farmer |
| 13. Mailman | 36. Dentist |
| 14. Secretary | 37. Musician |
| 15. Teacher | 38. Pilot |
| 16. Dancer | 39. Road Builder |
| 17. Coal Miner | 40. Scientist |
| 18. Bookkeeper | 41. Ship Captain |
| 19. Baker | 42. Storekeeper |
| 20. Mil Clerk | 43. Telephone Operator |
| 21. Steelworker | 44. Train Engineer |
| 22. Painter | |
| 23. Watch Maker | |

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

FAMILY LIVING

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Family Living

Behavioral Objective: To identify the basic occupational skills used in different activities within the family.

Procedures	Student Activity	Notes & Resources
Teachers should read stories to students on different aspects of job skills within the family.	Students should be able from first hand observation to list many of the different skills which are performed by family members within the home.	Role playing by members of the class could be effective here as a demonstration of what the student observed. Books: About Family Helpers About More Friendly Helpers Children Press-1954
Teachers should use filmstrips concerning work the Mother and Father would do around the home.	Open ended discussion by children should follow stories.	Filmstrips: Mother Works 137m Father Works 136m Imperial Films Films: Appreciating Our Parents Cornet Films
Students should be informed of the	With encouragement the students could go into actual occupational	Have some Mothers and Fathers visit the room and talk to the

(cont.)

types of job skills which are used in maintaining the family.

A list of activities can be made on the chalkboard by the teacher.

Collect pictures of the family doing work.

Every student should be encouraged to contribute something to the mural. Open ended discussion on the mural

skills such as sweeping, cleaning rooms and many more within the classroom. Class mobiles of occupations

Students should interview their own Mothers and Fathers as to skills they use around the home.

This could be repeated to the class in an open discussion.

Students make a mural from cutouts of the pictures putting it on the bulletin board.

students about the skills which are used around the home as it relates to career awareness.

Activities could be related to other areas of study as to where our food comes from and how it is prepared for us.

Materials Needed

1. Pictures
2. Magazines
3. Newspapers
4. Poster paper
5. Scissors
6. Glue

Resources

Books:

Greene, Clara,
Children Press
I Want To Be Series
Family Mobile Tree

Student Interview

Name _____

Age _____ Sex _____ Eye Color _____

Address _____

Telephone Number _____

Fathers Name _____

Mothers Name _____

Brother or Brother's Name _____

Sister or Sister's Name _____

Favorite Hobby _____

Jobs I Do At Home

1. _____

2. _____

3. _____

Jobs I Do At School

1. _____

2. _____

3. _____

Jobs I Know In The Community

1. _____

2. _____

3. _____

Occupational Information

Fathers' _____

Mothers' _____

What I Want To Be When I Grow Up

1. _____ first choice

2. _____ second choice

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Clustered occupations in which students may express a desire for deeper learning theories.

1. medical
2. transportation
3. human services
4. business
5. ecology
6. clothing
7. education
8. food services
9. communication
10. homemaking
11. construction
12. protective services

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

WORKING AT HOME

Lincoln County Board of Education
Hamlin, West Virginia

**Teaching Unit
Level One**

Title: Working At Home

Behavioral Objective: To name the different kinds of activities that people perform within the family.

Procedures	Student Activity	Notes & Resources
Ask students to name occupations that are performed within the home.	Teachers should list the different occupations on the chalkboard as the students name them. Class discussion, letting students name different jobs of family members within the home.	
Dramatization of family members as it relates to the world of work.	Students are to use Puppet Playmates for dramatizing the family. Situation to emphasize the cooperative efforts required to get the job done. Role playing, what happens when everyone in	

(cont.)

the home does his job.
Role play the family situation to show what would happen if everyone did not do his job.

Divide students into groups of 3 or 4.

Make a group scrapbook showing the jobs family members are doing in the home.

Students should bring material to school and work as a group.

Final books will be judged by the class for the best.

Cooperation
How we depend upon others and how others depend upon us.

Each child tells one way in which another family member helps him, and one way in which he helps another family member.

Note:

This phase will show that there are more aspects in the cooperation of the world of work.

Encourage creativity of the student by using show and

Have each child display on a flannelboard what each member of his family does in the

Flannel board and stickems.

(cont.)

tell methods

To show how the family performs it's role in the world of work.

home.

Draw poster and chart showing family members at work around the home.

Final products which have created by the students should be displayed on bulletin boards or somewhere in the room.

Open House, PTA's

Materials Needed:

1. Flannel board
2. Paste
3. Pictures from magazine
4. Scrapbook
5. Poster paper
6. Colored chalk
7. Crayons

By using magazine pictures and placing flannel on back of picture, student can make pictures to place on flannel board.

(cont.)

teacher reading the
test to the individual
class or student and
letting them make their
own answers.

students individual
folder.

Materials Needed

Tape Recorder

Paper (typing)

Old Magazines

Scissors

Glue

Crayons

Tape (Scotch)

Bulletin Board

Flannel Board

Books

(Learn and Play
Series)

Big Train Book

Big Truck

Big Fire Engine

(Show and Tell
Books)

I Want to Be a
Fireman

My Friend The
Doctor

(cont.)

The Little Cowboy

My Friend The
Policeman

e.g. This is only
a sample, there are
many more books
in both series.

Records

Dramatic Play

The Little Fire-
Man

The Little Cow-
boy

Let's Be A
Policeman

Animal Super-
Market

Riddle Me This

Build Me A
House

The Milk Journey

Three Little
Trains

Let's Be A
Fireman

Music

Building A City

Let's Play Zoo

Let's Help Mommy

Men Who Come To
Our House

(cont.)

Cinema Sound Slide
Cartridge

A Day on A Ranch

Let's Visit a
Dairy

Come Fly With
Me

It Is a Sailors
Life For Me

Let's Visit A
Restaurant

A Day On The
Farm

INTERVIEW FORM

See attached
form

Occupations to be
discussed in this
unit:

Homemaker

Farmer

Merchant

Policeman

Secretary

Steelworker

Coalminer

Painter

Factory Worker

Truckdriver

Busdriver

(cont.)

Salesman

Dentist

Carpenter

Postman

Airplane Pilot

Telephone Operator

Service Station
Attendant

Train Engineer

e.g. There are
many more occupations
that can be discussed
in the class. This
is only a random
sampling list.

Resources for this
Unit

People Figures

Judy Story Figures

Transportation
Toys

Puzzle Plaques

Hand Puppets

Puppet Playmates

Flannel Board of
Community Helpers

Filmstrips

My Mother is a
Dental Assistant

(cont.)

My Mother is a
Waitress

My Mother Works in
an Office

My Mother Works in
a Bank

My Mother Works at
Home

My Mother Works in a
Drug Store

My Dad is a Moving
Man

My Dad Works in a
Shoestore

My Dad Works in a
Factory

My Dad is a Carpenter

My Dad Works in a
Service Station

My Dad Works in a
Supermarket

(cont.)

should follow.

Films:

Our Family Works
Together

Coronet Films
11 minute films

World of Work Series
SRA

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

1. To clean your own bedroom.
2. To set the table.
3. To mow and trim the lawn.
4. Preparing food for the dinner meal.
5. To prepare students for attending school.
 - a. cleanliness
 - b. clothes (proper)
 - c. medical preparedness
 1. shots
 2. dental
 3. eye

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

OUR BUSINESS EXPERIENCE IN THE WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Our Business Experience In The World Of Work

Behavioral Objective: To identify from first hand knowledge basic awareness of an occupational area as it relates to the world of work.

Procedures	Student Activity	Notes & Resources
The students could name occupations as they relate to the world of work.	As they name the occupations, the teacher could list them on the chalk board.	
From the students list, they could be directed to select an area for future indepth study. e.g. grocery store	Tell why jobs outside the home are important.	
Why grocery stores are important in relationship to career awareness	They provide us with a variety of staple products such as: Students name things the store provides us	These could be used for future reference in the unit.

(cont.)

	with these items could be written on chalk-board.	
Filmstrips could be used effectively as a starting point of reference.	As it relates to the different occupations they would expect to see being carried on in a store.	Jim Handy Company "The Grocer" Education Craft "The Supermarket"
From classroom activity, plan field trip to an area business that performs a useful service.	Mock interviews should be done in the class before the visit so the students will be familiar with many different aspects of vocational careers in the business.	Time should be here so each student will be aware of things to be looking for on the field trip. Each student should have practice in asking questions in a mock interview of the business in which they plan to visit.
The field trip to a business establishment should be taken	Visit a local business which has an important role in the community.	

(cont.)

with ample time given so that students can gain insights into the value of the occupational world.

Follow up discussion of all that they did on the field trip

A list should be made of the people they met and their job descriptions as it related to the field trip.

Conduct dramatization after the field trip.

Open ended discussion should follow with ample time given to comprehension and awareness of what they saw and experiences they had on the field trip.

Students could assume different job roles they saw during the field trip for the interview.

Role play of various occupations that the students observed during the field trip will broaden their preception to the many facets of the world of work.

(cont.)

Help students write thank you notes to places they visited.

Student with teachers help make a frieze depicting what they saw on the field trip.
e.g. different occupation

Thank you letters should be sent to the place they visited on a field trip.

Cut materials out of book, magazine, etc. for making frieze.

This could be correlated with English class

Resources

Materials Needed:

Books:

About Family
Helpers

About More Friendly
Neighbors

World of Work Series

SRA Series

Sextant Series

I Want To Be

Filmstrips

Guidance Stores

Encyclopedia Britannica

Materials

Family and Community Helpers

(cont.)

Flannel Board

Visual Aids

Instructo Product
Company

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

1. To relate work skills used in different occupations used within the community.

- a. garage owner
- b. banker
- c. grocer
- d. service station
- e. maid
- f. farmer
- g. mechanic
- h. mailman
- i. secretary
- j. truck driver
- k. carpenter
- l. bus driver
- m. telephone operator
- n. telephone repairman
- o. telephone lineman
- p. typesetter
- q. newspaper editor
- r. newspaper reporter
- s. seamstress
- t. salesman
- u. nurse
- v. doctor
- w. lawyer
- x. unlimited field which other topics can be added to according to the interest of the students.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

CONTRIBUTIONS TOWARD MY EDUCATION

Lincoln County Board of Education
Hamlin, West Virginia

**Teaching Unit
Level One**

Title: Contributions Toward My Education

Behavioral Objective: To simulate occupations of other people whose careers have made it possible to attend school.

<u>Procedures</u>	<u>Student Activity</u>	<u>Notes & Resources</u>
Bringing to the students attention through classroom participation and discussion that there are a variety of career occupations which have made it possible for them to attend school.	<p>The students could name the many occupational areas which make it possible for them to attend school.</p> <p>The activities could be listed on the chalk board.</p>	Creativity should be the key to the unit.
Show filmstrips showing different people working, pointing out the different areas of work and the dignity of man as he works.	Discussion of filmstrips as it relates to different areas and topics covered.	Show filmstrips as listed in resources.

(cont.)

Free time for students to examine materials to gain concepts of different facets of career occupations.

Suggest a dress-up activity showing different workers.

Role play several occupations which have contributed toward the students being able to attend school.

Discussion of roles

Could collect pictures from old magazines and from other materials which are in the classroom showing the many facets of careers.

Students prepare costumes to portray different activities of the occupations that prepare them for school.

Each student will select an occupation that they want to portray.

Each student will explain to the other members of the class as to why they selected

Copies of Life, Look, and other magazines that are available.

Things that students could bring from home and costumes such as Doctor, Nurse, Fireman, and etc.

All of this activity should be open ended with student

that particular role
and what they hope to
accomplish during the
role playing activity.
Always stressing the
dignity of man as it
relates to career
awareness.

being encouraged
toward creativity.

Acting out roles

Discussion of each
role that the student
does.

Classroom suggestions
as to how the role
could be improved
or high lighted.

Arrange with the
Demonstration
Center for Video
taping session.

Students acting out
their roles before
camera with the
privilege of seeing
themselves performing
on television.

Make class aware of each students good points in the performance and also how they displayed that each occupation in- which they portrayed had dignity.

Arrange for class to do a demonstration for the P. T. A.

Classroom discussion of the performance stressing how well each student performed.

Performing their roles before others as it relates to the world of work.

Suggested list of the different roles that students could do effectively:

1. Doctor
2. Nurse
3. Mother at work
4. Father at work
5. School Bus driver
6. School cook

7. School janitor
8. Shoe salesman
9. Clothing salesman
10. Construction
 - Builder:
 - a. roads
 - b. homes
 - c. schools
 - d. others
11. Groceryman
12. Farmer
13. Policeman
14. And many more areas.

Resources

Sesame Street

Learning Kit

Tool Set

Occupational Series

Different costumes

Filmstrips

Eyegate Series

The Dairyman

The Shoemaker

The Tailor

The Butcher

The Fruit and

Vegetable Store

The Neighborhood

Doctor

The Neighborhood

Nurse

The Neighborhood

Barber

The Neighborhood

Beautician

The Automobile

Service Station

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Careers of individuals as their roles relate to the economic preparedness of attending school.

1. clothing manufacture
 - a. retail store
 - b. tailor
 - c. seamstress
 - d. sales person
 - e. cleaning plant
 - f. designer
2. shoe manufacture
 - a. retail store
 - b. shoe store
 - c. repair shop
 - d. shoe shine personnel
3. transportation
 - a. family car
 - b. bicycle
 - c. school bus
 - d. repairman
 - e. salesman
 - f. assembly line
 - g. insurance man
 - h. traffic cop
 - i. delivery services
4. school maintenance
 - a. food services
 - b. classroom furniture
 - c. janitorial services
 - d. heating
 - e. lighting
 - f. water
5. school construction
 - a. carpenter
 - b. brickmason
 - c. architecture
 - d. contractor
 - e. landscaper
 - f. operating engineer
 - g. cement mason
 - h. roofer
 - i. sheet metal worker
 - j. floorcover
 - k. plumber
 - l. glazier
 - m. electrician
 - n. plasterer
 - o. tilesetter
 - p. painter

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project

for

Level One

OUR PARENTS IN THE WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Our Parents In The World Of Work

Behavioral Objective: To compile a knowledgeable bibliography of parental occupations as it relates to the world of work.

Procedures	Student Activity	Notes & Resources
Open ended classroom discussion of why parents work outside of the home.	As each student names reasons for parents working outside the home a list should be put on the chalkboard.	These areas should be grouped together as they relate to the students answers. eg. transportation, factory, business, and etc.
Prepare bulletin board of parental occupations.	Collect pictures of people doing different work in broad areas as it relates to student's response.	This could be expanded as it relates to many areas of career awareness.
Film strips could be shown effectively as to the types of occupations which parents perform outside	Classroom discussion on the film strip.	All students should participate in this climatic endeavor. Time will vary.

(cont.)

the home

Students should be encouraged to bring a toy from home to demonstrate types of occupations as related to the dignity of work in career awareness.

Role playing to show their parents occupation in the world of work.

Students role play parents coming to school

Any toy that they bring can be used to utilize awareness of the world of work. All of this should be open-ended.

Use these toys for show and tell demonstrations by the students.

Role playing can be used effectively. Students may put on a hat, apron, gloves, or anything to demonstrate to other class members why and what kinds of occupations are performed.

Students ask each other questions about different occupations their parents perform.

This could be highlighted by imitating the role of the father in the community.

Puppet playmates, costumes, etc.

(cont.)

Parents should be invited to come to the classroom so students can interview them as to the type of occupation they perform.

Follow up of parents visitation.

Students should be encouraged to ask questions of the parents so they can broaden their horizons as to the world of work.

Follow up study could be made with students drawing and coloring pictures of the occupations of work that parents of the students perform outside the home.

These drawings could be bound together in an effective book so students will have a resource available for reference in the career aware-

(cont.)

Each student will prepare for a pantomime before members of the class showing the occupation of members of his immediate family as it relates to the world of work.

Students must realize that there are choices to be made in career opportunities as it relates to the world of work.

Using materials brought from home, the students will pantomime a job as it relates to their parents working outside the home, with other students guessing as to "Who am I, and what occupation am I performing?"

Students should decide which activity is more important to the economic well being of the family as it relates to career occupation.

1. Drawings of these choices could be placed in the individual scrapbook.

ness program.

Individuality and creativity of the student should be the keynote on this unit.

(cont.)

Resources Needed:

Puppet Stage

Toys

Hand Puppets

Crayon

Paper

Pencils

SVE Filmstrips

The Family as a
Social Institution

Interdependence of
The Family

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Selected topics which family members may perform as is compiled by the students in relationship to the world of work.

1. tailor
2. waitress
3. teller
4. stenographer
5. stonemason
6. plumber
7. office clerk
8. metal worker
9. painter
10. pastor
11. policeman
12. routeman
13. salesperson
14. truck farmer
15. upholsterer
16. auto body repairman
17. auto mechanic
18. baker
19. butcher
20. cabinet maker
21. cashier
22. cook
23. dental personnel
24. hairdresser
25. electrician
26. dairyman
27. fireman
28. insurance salesman
29. manicurist
30. foreman

From the students list, a resource learning experience could be implemented in any of these areas.

Many of these topics could be correlated into many careers or occupations as it relates to students awareness of the many different occupations as related to the family in the environmental world of work.

ED 059390

Volume II of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-O-71-682(361)

"Improving a Rural Area School Program with Expanded
Vocational Education Services by Utilizing
Comprehensive Career Orientation and
Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

- I. Synopsis
- II. General Objectives
- III. Behavioral Objectives
- IV. Teaching Strategies
- V. Evaluation
- VI. Correlation of Subjects
- VII. General Information
- VIII. Appendices
 - A. Occupations To Be Correlated Into Level Two
 - B. Suggested Letter To Parents
 - C. Field Trip
 - D. Resource Bibliography
 - E. Teaching Unit

Resource Unit
for
Level Two
Career Awareness
Synopsis

The second phase of career awareness in childhood learning involves job skills and their relationship to the total community.

Through career awareness and understanding of self, the student will become aware of the importance of the community as it relates to world surroundings and of his importance as an individual in the world of work.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To acquire a knowledge of how important the airplane is in our everyday living.
2. To develop a positive working experience toward the understanding of clothing.
3. To acquire an intrinsic value of the agriculture movement through the practical application of farming methods.
4. To incorporate into career awareness a more in-depth understanding of a particular occupational task or product.

Teaching Strategies

1. Involving as many community helpers in planning stage of the program. Parent involvement should be of primary importance with community leaders being consulted frequently.
 - A. Introduction as to what people are in their various roles.
 - B. Interviews of various business leaders in the community.
 - C. Classroom discussion which evolves around the learning experiences gained from the practical aspects of the interviews.
2. The students could make display boards of various businesses and industries in the community.
 - A. Using themselves pictured in the various occupations.
 - B. Discussion and follow-up study of the pictures.
3. The students can become involved in a project of greater magnitude of some type of business performed in the local community.
 - A. Role playing as to the various costumes.
 - B. Build or construct a local workable model of some industry in the community.
 - C. This could be an outgrowth from classroom discussion, research, or field trips to various businesses.
 - D. Free thinking should be the key note in any endeavor the students would perform.

Note: Role playing in the various occupations will broaden a students concept as to responsibilities, duties, workable skills which can be obtained in performing the necessary job distributions. Job placement on the students in any project they may perform should be done by random sampling with every student in the classroom taking turns in all facets of the different occupations. Any occupation that is performed within the classroom should be followed-up by a general classroom discussion as to the why's and therefore's and reasons existing for doing such a thing.

4. Field trips should only be made if they are relevant to the community study or to the interests of the students as they are portrayed in general classroom discussion.

A. Consultation should be made with other members of the staff so that repetition won't be made in any field trip that is planned.

B. Any planned field trip should have the approval of the places visited prior to the visit.

C. Always secure parental consent in writing before field trip is to be taken.

D. These field trip consent forms should be filed in the office until after the field trip has been completed.

1. Appropriate films, slides, and film strips should be explored before the actual field trip takes place.

a. Pre-field trip

b. Actual field trip

- c. Classroom discussion at end of trip
- d. Related activities

Note: Suggestive places to visit and awareness into the different occupations which would develop a positive attitude.

1. Bank
2. Furniture Store
3. Shoe Store or Shop
4. Dairy
5. Farm
6. Restaurant
7. Hardware Store
8. Drugstore
9. Garage
10. Dentist Office
11. Doctors Office
12. Lumber Plant
13. Variety Store
14. Filling Station
15. Fire Station
16. Post Office
17. Construction Site
18. Telephone Company
19. T.V. and Radio Repair Shop
20. Newspaper Office
21. Flower Shop
22. State Police Headquarters

5. This related activities in career awareness can be integrated into other subjects. Career information should be correlated with the relationship shown between each subject and the choices of each occupation.

Correlation of Subjects Taught

Social studies texts, reading textbooks, stories, and related units can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used very effectively. The relationship of various occupations should be shown, as well as their relationships to existing curriculum components.

The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing related to occupational awareness. Math could include the relationship of the worker and math skills needed to perform various occupations in the world of work. Art can be pictorially related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

Evaluation

The second level of evaluation should be an on going learning experience for the students which continues to put feedbacks into the hands of the classroom teacher. This feedback should be used as a guidance aid in giving the teacher direction and impetus to change direction and or to chart new methods of learning.

There are many ways in which a classroom teacher can do an effective evaluation but perhaps at this level of student maturation. One of the best methods is to observe the students in their reaction with the other students as they progress from one learning activity to another. Student involvement in the learning experiences in another effective method in which a teacher can base a criteria for evaluation upon.

Role playing at this level is effective for evaluation due to the fact that the students in being creative about the different occupations and learning experiences in which the class has studied can project different inputs and meanings which were not mentioned in the learning activity.

An evaluation in which the students take part in should be valid in that the students know the meaning of it and the reasons why they are being evaluated.

Methods for evaluation are:

- A. Oral question of individual students as to their environment into the different activities.

1. Their individual concepts of the various occupations within the community.
 2. The intra-relationships shown in the different occupations.
- B. Observation of People Involvement
1. Anecdotal records would be a valuable asset in keeping pupil progress.
- C. Pre and post tests
- D. Attitude changes as they have developed over the school year.
- E. Student Responsibilities
1. Responsibilities students had when school started.
 2. Responsibilities students now perform at the closing of school.
 3. Occupations students observed at the first of the school term.
 4. Occupations that students now can observe.
 5. Pre and post testing.

General Information

Besides the suggestive resource unit information could be employed for level two, games, songs, stories, recordings, records, poems, film list, film strip listening, puzzles, letters-parents, employers, and whom they may visit on field trips, career book lists, tapes, file-as to simple problems and occupational information which was gained from the use of study.

A P P E N D I C E S

APPENDICES

- I. Occupations To Be Correlated Into Level Two
- II. Insights For Continuing Learning Experiences
- III. Suggested Letter To Parents
- IV. Field Trip
- V. Resource Bibliography
- VI. Teaching Units

Occupations to be Correlated Into Level Two

- | | |
|-------------------------------|-------------------------|
| 1. Attorney | 46. Painters |
| 2. Baker | 47. Paperhangers |
| 3. Brakeman | 48. Pharmacists |
| 4. Bricklayer | 49. Physicians |
| 5. Bus Driver | 50. Pilot |
| 6. Contractor | 51. Policemen |
| 7. Carpenter | 52. Radio-TV Servicemen |
| 8. Cashier | 53. Salesman |
| 9. Druggist | 54. Shoe Repairman |
| 10. Checkers | 55. Teacher |
| 11. City Manager | 56. Teller |
| 12. City Planner | 57. Typists |
| 13. Clergymen | 58. Welder |
| 14. File Clerks | 59. Upholsterer |
| 15. Postal Clerks | 60. Telephone Operator |
| 16. Shipping Clerks | |
| 17. Receiving Clerks | |
| 18. Stock Clerks | |
| 19. Conductor | |
| 20. Machine Operator | |
| 21. Cook | |
| 22. Custodian | |
| 23. Dentist | |
| 24. Disk Jockey | |
| 25. Domestic Service | |
| 26. Taxicab Driver | |
| 27. Farmer | |
| 28. Firemen | |
| 29. Florists | |
| 30. Forester | |
| 31. Gardener | |
| 32. Grounds Keeper | |
| 33. Home Appliance Servicemen | |
| 34. Nursing Aides | |
| 35. Orderlies | |
| 36. Bellhop | |
| 37. Telephone Installer | |
| 38. Repairmen | |
| 39. Insurance Agent | |
| 40. Lineman | |
| 41. Mail carriers | |
| 42. Cement masons | |
| 43. Meatcutters | |
| 44. Miner | |
| 45. Parole officer | |

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Selected topics which family members may perform as is compiled by the students in relationship to the world of work.

1. tailor
2. waitress
3. teller
4. stenographer
5. stonemason
6. plumber
7. office clerk
8. metal worker
9. painter
10. pastor
11. policeman
12. routeman
13. salesperson
14. truck farmer
15. upholsterer
16. auto body repairman
17. auto mechanic
18. baker
19. butcher
20. cabinet maker
21. cashier
22. cook
23. dental personnel
24. hairdresser
25. electrician
26. dairyman
27. fireman
28. insurance salesman
29. manicurist
30. foreman

From the students list, a resource learning experience could be implemented in any of these areas.

Many of these topics could be correlated into many careers or occupations as it relates to students awareness of the many different occupations as related to the family in the environmental world of work.

SUGGESTED LETTER TO PARENTS

Dear Mr. _____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

4. Would a field trip to your place of employment be beneficial at this grade level? _____

5. Would you serve as a field trip aide when we take field trips? _____
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes

no

Sincerely

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that they could not do and see in the classroom.

Some of the purposes of a field trip:

1. Having student develop an awareness of the many different workers in the community.
 - a. home
 - b. school
 - c. neighborhood
 - d. local or nearby town

2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
 - a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have
3. Make plans for transportation
 - a. What kind?
 - b. Who will provide it?
 - c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given
 - a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion

2. Student committee should gather career information.

- a. Kind of workers
- b. Working conditions
- c. Training of workers
- d. Duties of workers

3. Safety precautions should be discussed

4. Behavior as guest should be made clear.

Post trip question should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

- 1. What kind of workers did you see on the trip?
- 2. What do these workers do each day?
- 3. What are their working days?
- 4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

Resource Bibliography

Level Two

Career Awareness

Exemplary Project

Records

Miss America

The Happy Farmer, Golden Treasury of Children's Classics

Films

The American Farmer, Ford, (29 minutes).

The Farmer, Encyclopedia Britannica Films, (15 minutes).

One Day on the Farm, Coronet, (11 minutes).

Summer on the Farm, Encyclopedia Britannica Films (11 minutes)

The Truck Farmer, Encyclopedia Britannica Films (11 minutes).

Building a House, Encyclopedia Britannica Films (11 minutes).

New House, United World Inc., (11 minutes).

Children at Work, United World Film, (20 minutes).

New House-----Academy Films (11 minutes).

Building a House-----Eyegate Series (12 minutes).

Airport Passenger Flight-----Academy Film (15 minutes).

Airport Series-----Academy Film (15 minutes).

Food from Seeds to Plants----Imperial Film (11 minutes).

Filmstrips

My Mother Works At Home-----Imperial Films

How We Get Our Clothing-----SVE 2045

Briefs

Families At Work-----SRA
What Could I Be-----SRA
Neighbors at Work-----SRA
Our Working World-----SRA
Come Work With Us-----Sextant Series
Grove-Tex School Kit No. 100=Money
Urban Living Poster Cards
Ecology Poster Cards
Carpenters Kit of Robust Tools
Tom Thumb Cash Register
Judy Series--Community Helpers
Judy Series--Judy's Friends
Judy Series--Play Trays with Card Set
Hazelle's Finger Puppets

Books

Stuart, Murrie, Airplanes at the Airport
McCall, Edith, How Airplanes Help Us
Green, Clara, I Want To Be Books, Children's Press.
Scott, Foresman, More Friends Old and New
Scott, Foresman, Fun With Our Friends
Sextant Series, Come To Work with Us
Burns, A World Full of Homes
Time for Poetry: A Teacher's Anthology, May Hill Arbuthnot
Editor, Scott, Foresman Company. 1959.
Comfort, Isis T., Let's Grow Things, Rand McNally and
Company, 1957.

Lubell, Winifred and Cecil., Green Is For Growing, Rand McNally and Company, 1964

Selsam, Millicent E., The Plants We Eat, William Monrow & Company, New York, 1955

Webber, Irma., Up Above and Down Below, William R. Scott, Inc. New York, 1953.

Watson, Aldren A., My Garden Grows, Viking Press, New York, 1962

Webber, Irma., Travellers All, William R. Scott, Inc., New York, 1954.

Webber, Irma, Bits That Grow, William R. Scott, Inc., New York, 1959

Meshover, Leonard, You Visit A Sugar Refinery and Fruit Cannery, Benefit Press, Chicago, 1966.

Sorensen, Virginia E., Miracles on Maple Hill, Harcourt Brace and World, 1956.

Stevens, Leonard A., The Trucks that Haul By Night, Thomas Y. Crowell, New York, 1966.

Weiss, Edna S., Sally Saucer, Houghton Mifflin Company, 1965.

Yates, Elizabeth, A Place for Peter, Coward-McCann, New York 1952

Carter, The True Book of Homes, Doubleday Publishing Co.

Burns, A World Full of Homes, Doubleday Publishing Co.

Jacobson, W., Lanby, C., Konicih, R. Looking Into Science, American Book Company, 1968.

Navana, J., and Zafforoni, J. Today's Basic Science, Harper and Row, 1965.

Music

Music Through The Year, Wolff, et al., At the Airport, American Book Company

Music for the Very Young, In A Supersonic Jet., American Book Company.

Making Your Own Music., Silver Burdett Company, Morristown, New Jersey, pp. 90, 110.

Transparencies

Let's Grow Things, Rand McNally and Company.

Plants and Animals Transparency-Duplicating Book., Millihen Publishing Company, St. Louis, Missouri, 1967.

Reference Materials

Encyclopedia of Careers and Vocational Guidance

Occupational Information in Elementary Schools

The Child's World, Vol. 3. "Plants and Animals Ways" Child's World Inc., 1959.

World Book Encyclopedia, Vol. G., Field Enterprises Educational Corporation.

Dictionary of Occupational Titles

TEACHING UNITS

- I. Away We Go
- II. What Is A Farmer's Market
- III. Clothes of Today
- IV. Our Home

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

AWAY WE GO

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: Away We Go

Behavioral Objective: To acquire a knowledge of how important the airplane is in our everyday living.

Procedures	Student Activity	Notes & Resources
Read books about air transportation and airplanes. (Brief history of early flight)	Student discussion on what has been read. Name brief discussion about mans attempts to fly, from balloons to dirigibles to airplanes.	<u>Books:</u> <u>Airplanes At The Airport</u> Stuart, Merrie <u>Lets Go To The Airport</u> Sootir, Laura, 1959 <u>How Airplanes Help Us</u> McCall, Edith
Show Films and Filmstrips	Students trace famous flights on globe.	<u>Films:</u> <u>Airport-Passenger Flight</u> Academy Film <u>Airport Series</u> Academy Film
Contrast present day planes with the ones 20 years ago.	Make model of different airplanes.	<u>Materials needed:</u> 1. glue 2. pins 3. sticks 4. string 5. scissors 6. etc.

(cont.)

Role playing of different jobs that would be involved in working around a airport.	Student will role play using the following occupations: 1. ticket sellers 2. travel agent 3. information workers 4. pilot 5. stewardness 6. mechanic 7. baggage handler 8. cook 9. weatherman 10. radio operator 11. clean up people 12. tower operator 13. many more	Student should role play. A plane trip to some city in the United States involving the different occupations that would require them to start on the trip.
Have student bring in a model plane.	Let students tell how this model plane works.	
Resource Person e.g. 1. pilot 2. airport manager 3. airforce person	Prepare questions to ask the resource person. e.g. Explain how an airplane is flown, landings, and takeoffs.	Question to ask: e.g. 1. education required 2. duties 3. inside work 4. safety factors for pilots

(cont.)

		5. control towers 6. safety lanes 7. proper weather forecasting.
Dramatic play.	Student have play on control tower to pilot.	
Committee work. Student can inquire and report on how pilots are trained.	Boys will be interested in the different types of planes used in the airforce.	Draw picture of different military planes pointing out main characteristic of the different types of planes.
Make a list of terms used in air travel and airplanes activities.		Can later be added to by other modes of travel.
Divide students into groups (2-3) people.	Make scrapbook showing different types of planes, job description and other pertinent information they would	Later can be added to by other modes of transportation.

	know about visiting an airport.	paris or salt and flour or clay mixture involving every child.
General discussion.	Student tell what jobs they would like to perform and why?	
Who am I game.	Student will role play different jobs that they saw at the airport and other students will try to guess who they are.	Rainy day activity or any free time period.
Safety rules.	Student name safety rules that they think would be helpful at the airport.	Teacher list these on chalkboard correlate with penmanship by letting students copy from the board.
Write imaginary trip through space or as a pilot of an airplane.	Start a theme or story on a trip that they would take. Should have the following: starting time	Correlate with English.

(cont.)

1. buying of ticket
2. people involved
3. what they saw
4. return trip
5. length of trip

Ask student
how airplane ef-
fects the inter-
dependence of
people in the
community, State,
Nation, World.

Resources

Film and filmstrip

Airport-Passenger
Flight 17 minutes

Academy Film

Airport Series (1953)

40-50 frames
Academy Films

Books

Airplane At The
Airport

Sturat, Merrie

Let's Go To An
Airport

Sootin, Laura 1959

How Airplanes Help Us

McCall, Edith

I Want To Be A Pilot

Green, Clara
Childrens Press

Free and inexpensive
materials:

Cressna Aircraft Co.
Air Age Ed. Division
P.O. Box 1521
Wichita, Kansas 57201

(cont.)

United Airlines
School & College
Services
P. O. Box 66141
Chicago, Ill. 60666

Music

Music through the year
Wolf, et al., At The
Airport, American
Book Company

Music for the very
young, In a Super-
sonic Jet, American
Book Company

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

WHAT IS A FARMERS' MARKET?

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: What Is A Farmer's Market?

Behavioral Objective: To acquire an intrinsic value of the agriculture movement through the practical application of farming methods.

Procedures	Student Activities	Notes & Resources
A. Setting up the market		
B. Watching a family at work		
C. Buying and selling		
D. Advantages of the Farmers' Market		
1. Freshness of product		
2. Bargain prices		
E. Gathering and marketing product, a family enterprise		
F. The Farmers' Market, a social event		

(cont.)

Discussion of
plants

1. What are
plants?

2. Where do we
see them?

3. Are they ben-
eficial to us?

4. Name some
plants.

Read book on
plants to child-
ren.

Ask farmer to
visit classroom
and talk to stu-
dents about
farming.

Students bring in
pictures of plants to
make a mural or bul-
letin board. Student
make fact charts, ex-
perience charts.

Encourage students
to ask questions about
different occupations
he performs and the
methods he uses in
growing things.

The Farmer Encyclo-
pedia Britannica
Film 15

Comfort, Iris
Let's Grow Things
Rand McNally & Co.
1957

Overhead projects
with transparencies
or plants can be
used follow-up by
stencil work.

Teacher should
ask the farmer to
talk about soil,
and caring for the
plants.

(cont.)

Class discussion of farmers talk	Students talk about the classroom visit.	Write the occupations the farmer mentioned e.g. mechanic weatherman machine operator veterinarian
Speculate about the kinds of farming that could be done in West Virginia and about student's actual knowledge concerning local farming.	Students response	These could be listed on bulletin board. e.g. tobacco truck farm dairy
Discussion of seeds.	Students bring in different types of seed	Packages of seeds should be available for children to see. In small labeled dishes should be samples of each kind of seed in packages. They should be able to touch and smell freely.

(cont.)

The idea of having their own garden should be presented. Instructions of how to make one comes next. Soil needs to be rich. Needs sun and water. Getting help to turn soil.

Discussion of film.

Measuring off, making furrows. Planting seeds. Covering seeds.

General discussion of film.

Also bulbs should be there so can see different ways plants can grow.

Before actually doing. show film Food from Seed to Plants, about planting of a garden.

In the discussion of film be sure to point out the different types of occupations.

(cont.)

Students list
foods.

After students have worked on this for about five minutes, ask "How many foods grow on farms in West Virginia?" (This would show up in the last column). Many will say "I don't know."

A list should be put on a chalkboard.

Correlate with English.

Students start
classroom garden

Students may do a small plot around school ground.
e.g. plant flowers around building or may use boxes of dirt and plant different items within the classroom.

If class is large may need groups:

- a. measurers
- b. dirt diggers and soil turners
- c. everyone plants seeds
- d. cover up seeds group

It might be good idea after learning that to do both--beautification of school grounds. a yard stick is three feet. The size should be set maybe 9' X 6'. The measurers use yard sticks to mark off. Can put rocks at corners. Put stakes in corner and rope off with string.

(cont.)

Economics of
farming.

Students discuss
economics of farming.

Some older boys
may have to turn the
soil but after it
is done the second
graders can do it
over. Learn to
use hoe, shovel, fork
already discussed.

Sample list of
economic factors.
Basic elements of
economics (as re-
lated to a farm)

- a. Natural resources
(soil, climate,
plants)
- b. Capital invest-
ment: (land,
building,
machinery, money)
- c. Labor (skilled
and unskilled)
- d. Technology:
(inventions and
discoveries or
research)

From here the occupa-
tions of a farm can be

(cont.)

brought up and studied
as their own garden
grows. Start off com-
paring how the farmer
prepared his land.

- a. larger area
- b. specializes in one
product
- c. machinery used
- d. farm help
 - 1. planters
 - 2. airplane crop
dusters
 - 3. pickers

Students write
story.

Write a short story
illustrating the money
cycle idea. (Example:
teacher buys tomatoes;
pays farmer; farmer
puts money in bank;
writes check to pay
doctor bill, payment
on car, buy seed, fer-
tilizer, and gasoline;
doctor pays secretary;
secretary pays taxes;
part of taxes pays the
teacher's salary)

This could be
correlated with
English.

(cont.)

Map work

Using large maps students could illustrate the framing belts in the U.S.A.

Correlate with social studies.

Geography textbooks and data maps that show the farm belts in the United States, and in the world.

Role playing
in five groups.

Role playing by students.

1. Family Conference,

deciding:

a. whether to buy a potato digging machine or to hire more workers.

b. whether to put the extra \$200 they earned from a good crop of tomatoes into the savings account for college for children, or to take the whole family on a vacation for a week.

c. whether the children should be paid wages for their work by the hour, or whether they should have a certain part of the money earned for selling farm produce. (or maybe not receive any payment at all, and just get a regular allowance.)

2. a. son wants to buy a family car/father thinks they need a new pick-up truck.

(cont.)

b. father wants his son to stay on the farm and help with the farming business; son wants to get a job for wages at the steel mill.

3. Mother and daughter at the market selling produce:

a. customer argues about the high price of the tomatoes

b. customer complains that last week the spinach he bought had too much sand and dirt in it.

c. customer wants to know why he can't get nice strawberries like the ones he got last month.

d. farmer explains why he doesn't have the five bushels of tomatoes this week that he promised the customer he would have several weeks ago. (different students might think of different reasons)

4. Two lady customers explain why they like to trade at the Farmers Market.

5. Family conference:

a. to decide what to plant during the next growing season

(cont.)

	b. the teen-age daughter wants to go on a four day trip with her classmates at school, but it is during the squash picking season and it is her job to sort, wash and pack the squash.	Teachers tell each group the basic ideas and let them work out their own dialogue. This would encourage creativity.
Class discussion	Class discussion of each role playing activity bringing out occupations and careers	These should be listed on the chalkboard so students can write them down.
Wall mural	Students make wall mural showing different types of foods.	Correlate with art, health, and science class. Occupations could be: <ol style="list-style-type: none">1. farmer2. packer3. sorter4. merchant5. dietician
Students make scrapbook of farming in West Virginia.	This could be done in group projects using magazine pictures.	Make illustrated scrapbook. working in groups. (some research will probably be necessary) Should include the following:

(con't.)

Class discussion

Things I would like to have.

1. Kinds of work on a West Virginia farm.
2. Seasonal activities on a farm
3. Fun things to be done on a farm.
4. Farming around the world.
5. Unusual kinds of farming.

Discussion should include the following:
"Why can't everyone have all the things he wants?" "What is the difference in WANTS AND NEEDS?"

Economics is the study of the ways in which man uses the limited resources of the earth to get the things he needs and wants. It involves producing the things, distributing them fairly so that everyone has a share, and using them wisely.

(cont.)

Prepare food
charts.

Using magazine pic-
tures students by work-
ing in groups could
plan menu for one week.

Correlate with
science and health.

Farm Vocabulary

1. cultivate
2. plowing
3. chores
4. drought
5. fertilize
6. harvest
7. growing season
8. irrigation
9. frost
10. insecticide
11. hail
12. farm hand
13. mowing
14. thrashing
15. canning
16. freezing
17. picking
18. selling
19. hoeing
20. sowing
21. etc.

Occupations that
can be incorporated
into the unit.

1. farming
2. selling
3. repairman
4. technical engineer
5. grocer man
6. machine operator
7. soil conservation-
alist
8. soil analyst
9. county agricul-
tural agent

(cont.)

10. horticulturist
11. nursemen
12. park manager
13. park ranger
14. poultry man
15. rancher
16. dairyman
17. farm realtor
18. feed dealer
19. forester
20. grower
21. packer
22. sorter
23. assembly man
24. manufacturers
of farm tools
25. biologist
26. agronomist
27. herdsman
28. landscaper
29. livestock breeder
30. veterinarian
31. vegetable grower
32. etc.

Resource Materials

Looking into Science
W. Jacobson, C. Lanby,
R. Koniclh.
American Book Com-
pany, 1968 New York.

The Child's World
Vol. 3, "Plant and
Animals Ways" Child's
World Inc., Chicago,
1959.

The Indoor and Out-
door Grow-It Book.
Comm, Sinclair,
Baker Random House,
New York, 1966

Today's Basic Science
J. Navana and J.
Zafforoni, Harper
and Row, Publishers,
New York, 1965

(cont.)

World Book
Vol. 8, "G". Field
Enterprises Educa-
tional Corp., Chicago.
1966

Plants and Animals
Transparency-Dup-
licating Book
Millihen Publishing
Company, St. Louis,
1967

Making Music Your
Own
Silver Burdett Com-
pany, Morristown,
New Jersey, p. 90, 110

1. Articles in
encyclopedias on:
farming, economics,
West Virginia: farm
food, history

2. Neighbors at Work
Our Working World
Series, Lawrence
Senesh, Perdue: Scie
Research Associates,
1965, pp. 53067
(easy reading)

3. The Changing
New World: North
and South America,
Silver Burdett Co.,
1964, p. 291 (grades
5 & 6)

Literature

1. Poem, "Counters,"
p. 292 Beyond the
Horizons, Indian-
apolis: Bobbs-Merril
1962. (grade 6)

2. Poems from Time
for Poetry: A Tea-
cher's Anthology May
Hill Arbuthnot,

(cont.)

Editor, Chicago:
Scott, Foresman,
Co., 1959.
"Father," by Frances
Frost, p. 17
"Rudolph is Tired
of the City" by
Gwendolyn Brooks,
p. 181.
"Country Trucks" by
Monica Shannon, p. 180.
"Vegetables" by
Eleanor Farjeon, p. 152
452

3. Sorensen, Virginia
E., Miracles on Maple
Hill, Harcourt,
1956. (Life on a
Pennsylvania Farm)

4. Stevens, Leonard
A., The Trucks that Hau
By Night, New York:
Thomas Y. Crowell,
1966

5. Weiss, Edna S.
Sally Saucer, Houghton,
1956

6. Yates, Elizabeth,
A Place For Peter,
Coward-McCann, 1952

Films

1. The American
Farmer
Sponsor: Ford,
(29 minutes)

2. The Farmer,
Encyclopedia Brit-
annica Films (15
minutes)

3. One Day On The
Farm
Coronet, (11 min-
utes)

4. Summer on the
Farm

(cont.)

Encyclopedia Brit-
annica Films
(11 minutes)

5. The Truck Farmer,
Encyclopedia Brit-
annica Films (11
minutes)

Music

"The Happy Farmer,"
Golden Treasury of
Children's Classics
(recording)

Songs to sing from
Music in Our Country,
Silver Burdett Co.,

"The Farmer" p. 181
"Harvest Hymn" p. 204
"Rain Music" p. 201
"America, the
Beautiful" p. 1
"The Promised Land"
p. 110
"My Corn Seeds"
p. 73

Books for Children To Look At

Let's Grow Things
Isis T. Comfort,
Rand McNally and
Company, Chicago,
1957.

Green is for Growing.
Winifred and Cecil
Lubell, Rand McNally
and Company, Chicago,
1964.

The Plants We Eat.
Millicent E. Selsam,
William Monrow &
Company, New York,
1955.

(cont.)

Up Above and Down
Below

Irma Webber,
William R. Scott,
Inc., 1953

My Garden Grows.
Aldren A. Watson,
Viking Press, New
York, 1954

Bits That Grow.
Irma Webber, William
R. Scott, Inc., 1954

You Visit A Sugar
Refinery and Fruit
Cannery. Leonard
Meshover, Benefit
Press, Chicago, 1966

I Want To Be A
Farmer.
Carla Greene,
Children's Press,
1960

Filmstrips

Vegetables---Coronet
Grains-----Coronet
Fruit-----Coronet
Dairy Products-Coronet
Meat and Poultry-----
-----Coronet
Fish and Seafood-----
-----Coronet
The Major Kinds-----
-----Coronet
Their Uses---Coronet
Roots and Stems-----
-----Coronet
How they Sprout and
Grow-----Coronet
Our Soil-----Coronet
Farming and Ranching--
-----Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

CLOTHES OF TODAY

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: Clothes of Today

Behavioral Objective: To develop a positive working experience toward the understanding of clothing.

Procedures	Student Activity	Notes & Resources
Clothing is important to us.		
Class discussion.	Discussion as to why clothing is important to us.	
Name different types of clothing.	Students name different types of clothing.	<p>This would show familiarity with the unit.</p> <p>Could name:</p> <ol style="list-style-type: none"> 1. shirt 2. dress 3. pants 4. skirt 5. blouse 6. overalls 7. bermudas 8. coat 9. raincoat 10. etc.
Ask local clothing merchant to visit the class.	Plan time for class discussion after the presentation of the local merchant.	Ask the merchant to discuss such items as preseason buying, correct measurement and styles of clothing.

(cont.)

Class discussion

Class discussion of the visitation.

This could be correlated with reading and English.

Plan field trip to clothing store.

Plan field trip to local clothing store.

Students should observe the different types of clothing.

Discuss the field trip.

Students discuss the field trip.

Correlate the class discussion with the different types of occupations that were observed.

1. Saleslady
2. Salesman
3. Stockboy
4. Floormanager
5. Manager
6. Pricer
7. Payroll clerk
8. Bookkeeper
9. Invoice clerk
10. Auditor
11. Accountant
12. Janitor
13. etc.

Write thank you letter.

Students write thank you letter to the place in which they visited.

Correlate this with English and penmanship.

Stress the fact that it is considered mannerly

(cont.)

Students compile scrapbook of clothing.

From old magazines students can collect pictures of clothing and make a scrapbook. Under each picture label the occupation that would seem to fit the situation.

Bulletin board

Students can prepare the bulletin board using different pictures. This could include work clothes, casual clothes, and dress clothes.

Seasonal collection.

Students do a mural of seasonal clothing

to write such letters after a visitation.

Correlate this with such occupations as secretary and others.

This could be divided into several sections such as:

1. climatic clothes
2. play clothes
3. dress clothes
4. clothes of other lands
5. etc.

Correlate this with art.

Occupations that could be stressed are:

1. artist
2. designer
3. decorator
4. etc.

Old catalogues would be an excellent source of

(cont.)

Clothing collection

Students could bring old dolls to class and dress them for various roles.

information for seasonal clothes.

Seasons are:

1. Winter
2. Spring
3. Summer
4. Fall

This could be correlated with math class.

e.g. purchasing material. cost of material, measuring material, cutting material.

Occupations should be stressed are many. a selected few are:

1. cost accountant
2. cost analysts
3. staticition
4. mathematician
5. designer
6. cutter
7. etc.

Making clothes

Students could use the simple sewing machine to sew the clothes together.

Correlate with social studies and home economics. Occupations could be:

(cont.)

Play style
show

Students plan style
show of their clothing

1. homemaker
2. seamstress
3. designer
4. etc.

This could be
correlated with
all subject matter
classes.

1. plan program
2. write up pro-
grams
3. seating chart
4. timing element
5. lighting
6. musical

As show pro-
gresses

Students tell or de-
scribe each outfit.

Correlate this
with English.

As the students
do this they could
be accompanied by
the record of Miss
America.

Style show

The students could
plan a style show of
the different occupa-
tions.

By using sim-
ple costumes and
props the students
can plan a style
show using them-
selves as models.

(cont.)

Writing dialogue

Students write dialogue to accompany the style show.

In this activity the students could describe the clothing as to reasons for occupational wear. Occupations could be many, selected few are:

1. cowboy
2. nurse
3. policeman
4. fireman
5. doctor
6. sailor
7. astronaut
8. plumber
9. mailman
10. carpenter
11. etc.

Resources

Filmstrips:

SVE 2045
How We Get Our
Clothing

Books:

Green, Clara
I Want To Be Book

Filmstrip:

My Mother Works
At Home
Imperial Films

More Friends Old
and New
Scott Foresman
How Susan Remembered
p. 59.

(cont.)

Fun With Our Friends
Scott Foresman
Two Funny Girls
Here We Go

SRA
Our Working World
Families at Work

Filmstrips

Your Clothes--Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

OUR HOME

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: Our Home

Behavioral Objective: To incorporate into career awareness a more in-depth understanding of a particular occupational task or product.

Procedures	Student Activity	Notes & Resources
Read and discuss the book "Come to Work With Us in House Construction." Show film or film-strip pertaining to building	Students begin to look for and bring to class, book, pictures, and articles that relate to the unit to make the following: 1. Murals 2. Posters 3. Bulletin boards 4. Other activities 5. Basic materials used in home building.	<u>Books:</u> <u>Come To Work With Us</u> Sextant Series Wilkerson 1970
Field trip to a sawmill or have a resource person come in to tell about his experience.	Interview the resource person as the purpose of his job and what he does e.g. 1. What happens to the logs when they reach the sawmill. 2. What happens to the sawdust. 3. How plywood's made.	Resource Questionnaire pertaining to an interview. Pass out handout pertaining to the saw-mill industries.

(cont.)

4. What makes plywood strong.

Obtain a piece of plywood for the children to examine.

e.g. number of layers
direction of grain in top layer.

Explain that the plywood is described by its layers.

New words:
foreman
plywood
beams
glued
kilns

Exhibit of different kinds of wood

Make an exhibit of different kinds of wood. Label each piece.
e.g. Name of tree, several things for which wood can be used

Local Lumber Yard or children's fathers who do woodwork. Could bring in different samples of wood which could be correlated with

(cont.)

Collect sample of materials, and tools used in building.

Make list using overhead project chalkboard.

Have students collect floor plans from newspaper and magazines.

Student can name different tools and materials used in building.

List should be kept by students for future references.

Students should bring in floor plans that they have collected. These could be shown to the class and they pick the one that they wish to build according to a scale model.

science.

e.g. hardwood

softwood

pulpwood

Materials:

Overhead projector

Transparency

Correlate this with math classes.

e.g. floor plans

square feet

linear feet

plumbing specifications

heating specifications

footers

cost per sq. foot

(cont.)

Discussion of
blueprints

Class discussion of
the different blue-
prints as they are ex-
plained in class.

Scale model of
blueprint could
compare with maps.
Correlate this with
social studies.

Master blue-
print

Students submit blue-
prints in which a mas-
ter blueprint is se-
lected as a model
guide for this related
activity.

Correlate this with
math class

Read to the
class excerpts
from all of
Burn's A
World Full Of
Homes

Class discussion by
students

Books:

A World Full of Homes
Burnes; Doubleday Pub-
lishing Company.

The True Book of Home
Carter, Doubleday Pub-
lishing Company.

Plan field
trip

Students plan field
trip to construction
sites within the com-
munity.

If several building
projects are being
done in the local
community and time
permits, visit more
than one so that the
students horizons.

(cont.)

Visit a construction site or open house.

Have a resource person in that is connected with the construction of a home.

Tools used in building

Bulletin board display

After field trip student should write themes and list all related occupations.

Student should interview:

Architects
Carpenters
Cement mason
Contractors
Electrician
Painter

Naming of tools used in the building of the model house

Students make bulletin boards showing different tools that would be used in the construction industry.

will be broadened.

Interview should consist of the following:

1. job description
2. salary
3. hours
4. skill or unskilled
5. education
6. inside work
7. outside work

(cont.)

Occupation
of tool used in
the construction
industry.

Students name or list
the different occupa-
tions that are involved
in making of the model
as it relates to the
different types of
tools being used.

Students should keep
this list for future
references.

Students do-
ing group work
according to
the many varied
and different
occupations
within con-
struction in-
dustry.

Divide class into
different occupations
that would involve the
building of a house.
Let student make a
model using the pre-
vious floor plan and
other information.

- e.g.
1. family buying
 2. real estate-broker
 3. property owner
 4. architect
 5. building contract
 6. banker (loan)
 7. surveyor (lot)
 8. foreman to super-
visor construction
 9. carpenters
 10. landscaping
 11. abstract of pro-
perty
 12. deed of property
 13. etc.

Students should
differentiate the
types of workers
involved according
to skilled and un-
skilled workers.

Doing research
of different occupa-
tions

Dictionary of Occupa-
tional Titles

(cont.)

Job Description	Students should be able to prepare a job description for each different occupation as it relates to their roles within the occupation.	This activity should be correlated with English class.
Role playing by students.	Role playing by the students involving every aspect of building such as, buying of property, talking to the architect, and etc. Selecting of contracting sites and building materials.	
Build model		Intergrating of different subjects. Math could be used in measuring and figuring of materials percent of profit, hourly wages.

(cont.)

Social Studies

Where does the wood
come from; who
brings in the ma-
terial to use

English

Writing of letters to
companies. Write
themes telling
about building of
the model.

Science

Weather to tell
what type of house
to build.

Science

Demonstrate why green
lumber is not used
in building.

e.g. wet and then
dry a paper box.

Explain that just
as the paper wrinkled,
wood with too much
water in it will warp
also when it dries.

(cont.)

Completion of the model	The model house could be completed and shown at open house or P.T.A.
----------------------------	--

Correlation of activities	Students should be able to discuss each activity that they performed while build- ing the model as it re- lates to the many dif- ferent occupations.
------------------------------	--

Vocabulary

1. doors
2. forms
3. frame
4. glass
5. hammer
6. furnace
7. drains
8. concrete
9. crews
10. crane
11. carpet
12. brick
13. basement
14. sheeting
15. materials
16. mortar
17. plaster
18. plumbing
19. shingles
20. sod
21. site
22. tile
23. level
24. plane
25. trowel
26. underpinning

(cont.)

- 27. insulating
- 28. insulation
- 29. switchers
- 30. etc.

Resources

New House

Where it comes from
11 minutes-tells where
concrete, lumber,
bricks, glass and
pyres come from.
Show carpenters,
bricklayers, plumbers,
and electricians at work
(cer)

U. S. Dept. of
Labor
United Brotherhood
of Carpenters
Associated General
Contractors of
U. S. America
State Employment
Service
Occupational Outlook
Handbook
Encyclopedia of
Careers and
Vocational Guidance
Vol. I. II Garden
City-Doubleday
1957
What Could I Be
Lifton, Walter M.
S. R. A.
Occupational In-
formation in
Elementary School
Chicago S. R. A.
1963

Occupational Briefs
#23 S. R. A.
World Book Encyclopedia
Field Enterprise
I Want To Be
Children's Press
Come to Work With Us
Sextant Series

(cont.)

Carpenters Largo
Hardia Careers
1958

Films

Building a House
Encyclopedia Brit-
annica Film (11
minutes)

Children at Work
United World Film
(20 minutes)

New House, United
Films Inc., (11
minutes)

Filmstrips

The Different Kinds--
Coronet

Their Products-----
Coronet

ED 059390

Volume III of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-O-71-682(361)

"Improving a Rural Area School Program with Expanded
Vocational Education Services by Utilizing
Comprehensive Career Orientation and
Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

VTG14732
Part 3 of 7

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

Table of Contents

- I. Synopsis
- II. General Objectives
- III. Behavioral Objectives
- IV. Teaching Strategies
- V. Correlation of Subjects
- VI. Evaluation
- VII. Appendices
 - A. Field Trip Information
 - B. Suggested Field Trip
 - C. Suggested Parental Letter
 - D. Resource Bibliography
 - E. Teaching Units

A Suggested Resource Unit
for
Level Three
Career Awareness
Synopsis

Career Awareness in Level Three should build upon the foundation established in previous levels. More emphasis should be placed on individualized instruction, small group activities, and the teacher taking the leadership role in preparing the students for the world of work.

Small group activities should culminate to a massive orientation of group activities centered around a class setting whose goals are long range in scope and sequences in preparing the students for the dignity in the world of work.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and it's importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.

4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work."

Behavioral Objectives

1. To stimulate awareness of job services provided in community careers.
2. To formulate a workable model of the various occupations within the community, correlating skilled and unskilled workers, emphasizing the importance of training and education.
3. To construct a workable model of an occupation using working activities of that occupation through role playing or dramatization.
4. To utilize knowledge in developing competent job interview techniques related to existing jobs within the community.

Teaching Strategies

1. The students should become involved in a project of greater magnitude of some type of business as performed in the surrounding communities.
 - A. Individual interviews as they relate to job skills needed in the classroom project.
 - B. Workable models as they relate to various enterprises undertaken by the class.
2. Individual and small group activities stemming from classroom discussion of the different facets in career orientation.
 - A. Individual projects which may consist of simulation games, bulletin boards, or related activities.
 - B. Buzz sessions as they relate to anything interesting which may be gained from any form of communication as it relates to the world of work.
 - C. Constantly stressing with individual approaches the dignity that man possesses when he has completed a given task as it relates to the overall employment cycle.
3. Panels, lectures, and speeches as they relate to the importance of the different occupations as they stress career awareness, portraying a positive attitude toward the individual role in a world of work.

4. Demonstration by individual and small groups on activities which have been researched through correlations of working experiences as they evolve in a project outgrowth.

A. This activity should not be performed until ample time has been given to field trips, class discussions, dramatization, study skills involving research.

B. The use of pantomime would be a valuable tool in portraying job skills and occupational awareness.

(1) Role playing could broaden their horizons, providing it was not repetition of former activities in level one and two.

(2) By using pantomimic methods, students will overcome their fears of speaking before a group.

(a) This could easily increase the student's confidence in himself.

(b) Students could use this method to relate to their own experiences as they pertain to the world of work.

Evaluation Techniques

Evaluation within this unit should be a continuous process by which there are several methods, which the classroom teacher can use to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument but through role playing the students are learning self discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of the growth that has taken place in the students. Students should tell what they have learned during the unit, Self appraisal by the students, and the teachers evaluation of the students along with the parental evaluation.

The evaluation of the unit can be done by the success of each individual student.

Success in attaining the understandings, attitudes, appreciations, and skills should be appraised for each individual student. Evaluation is the process by which the achievements of each student reach the expected outcomes of the unit.

Methods of Evaluation

- A. The observation of pupil participation in group discussion as they relate to career awareness.
- B. Observation of pupil participation in activities.
 - 1. Materials brought to class
 - 2. Participation in role playing
 - 3. Oral questioning of students
 - 4. Participation in group discussions
- C. Responsibilities
 - 1. Responsibilities students had when school started.
 - 2. Responsibilities students now perform at the closing of school.
 - 3. Occupations that students now can observe.
 - 4. Occupations that students now can perform.
 - 5. Pre and post testing

Correlation of Subjects Taught

Social studies, and reading textbooks, and stories, and related units which can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they're related in each subject of Career Awareness. The Language Arts program could easily include oral and written reports, role playing, interviews, and stories, and poems, and riddles, and letter writing. Math should include the relationship to the worker and skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit information could be employed for level three, games, songs, stories, recordings, records, poems, letters-parents, employers, and whom they may visit on field trips, career book lists, tapes, file-as to simple problems and occupational information which was gained from the use of study.

Also a county adopted text book list.

A P P E N D I C E S

Appendices

- A. Field Trip
- B. Suggested Parental Letter
- C. Resource Bibliography
- D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that they could not do and see in the classroom.

Some of the purposes of a field trip:

1. Having student develop an awareness of the many different workers in the community.
 - a. home
 - b. school
 - c. neighborhood
 - d. local or nearby town

2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
 - a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have
3. Make plans for transportation
 - a. What kind?
 - b. Who will provide it?
 - c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given
 - a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion

2. Student committee should gather career information.
 - a. Kind of workers
 - b. Working conditions
 - c. Training of workers
 - d. Duties of workers
3. Safety precautions should be discussed
4. Behavior as guest should be made clear.

Post trip question should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

Suggested Field Trip

Suggestive places to visit in incorporating new awareness of career occupations within the surrounding community:

1. Bakery
2. Glass Plant
3. Technical Plant
4. Paint Shop
5. Government Offices
6. Hospital
7. Hotels
8. Motels
9. Mines
10. Railroad Yards
11. Bus Terminals
12. Airports
13. Beautician Schools
14. Barber Schools
15. Colleges
16. Universities
17. Laundry and Dry Cleaners
18. Industrial Plants
19. Recreational

SUGGESTED LETTER TO PARENTS

Dear Mr. _____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

4. Would a field trip to your place of employment be beneficial at this grade level? _____

5. Would you serve as a field trip aide when we take field trips? _____
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

Resource Bibliography

Level Three

Career Awareness

Exemplary Project

Records and Songs

John Henry

I've Been Working On The Railroad

Get On Board Little Children

The Old Ninety Nine

Atechson-Topeka and Santa Fe

Wabash Cannonball

I Hear A Train A Train A Coming

Muffin Man

Music Around The Town

Books

Curren, Polly, The Little Red Caboose That Ran Away.
Treasure Books.

Freeman, Lydia, Chuggy and The Blue Caboose. Viking Press.

Piper, Watty, The Little Engine That Could. Platt and Munk Co

Weisgard, Leonard, The Big Book of Train Stories. Grosset
and Dunlap.

Calonius, Lillian, The Bakery. Children's Press.

Green, Clara, I Want To Be Series. Children's Press.

Filmstrips

The Fruit and Vegetable Store-----Eyegate Series

The Baker-----Eyegate Series

John Henry-----Coronet Series
Casey Jones-----Coronet Series
Rail System-----Coronet Series
The Shoemaker-----Eyegate Series
The Tailor-----Eyegate Series
Our Neighborhood Laundry-----Eyegate Series
The Butcher-----Eyegate Series
How We Get Our Food-----S. V. E.
The Banker-----Eyegate Series
The Watchmaker and Jeweler-----Eyegate Series
The Dairyman-----Eyegate Series
The Neighborhood Nurse-----Eyegate Series
The Neighborhood Doctor-----Eyegate Series
The Neighborhood Optometrist-----Eyegate Series
The Neighborhood Pharmacist-----Eyegate Series
The Neighborhood Beautician-----Eyegate Series
The Neighborhood Barber-----Eyegate Series
The Automobile Service Station-----Eyegate Series
The Neighborhood Newspaper Store-----Eyegate Series
The Neighborhood Fish Store-----Eyegate Series
Downtown-----Coronet Series
An Office Building-----Coronet Series
A Manufacturing Area-----Coronet Series
A Warehouse Area-----Coronet Series
The Waterfront-----Coronet Series
A Shopping Center-----Coronet Series

The Telephone-----Coronet Series
Electricity-----Coronet Series
Neighborhoods of Many Kinds-----Coronet Series
Neighborhoods in the City-----Coronet Series
Neighborhoods in Small Towns-----Coronet Series
Neighborhoods in the Country-----Coronet Series
Neighborhoods Change-----Coronet Series
Neighborhoods in the Suburbs-----Coronet Series
The Library-----Coronet Series
The Zoo-----Coronet Series
The Museum-----Coronet Series
The Aquarium-----Coronet Series
The Public Gardens-----Coronet Series
The Planetarium-----Coronet Series

Items

Jim Handy Company-----The Grocer
 Edu-Craft-----The Supermarket
 Nystrom-----Supermarket Workers

Flat Pictures

The Market
 Supermarket

SRA Occupational Briefs

Produce Clerks
 Stock Clerks
 File Clerks

SRA Occupational Briefs, cont.

Restaurant Manager

Small Business Owners

Cashiers

Routemen

Grocery Checkers

Bakers

Buyers

Films

Bread, Encyclopedia Britannica (11 Minutes)

The Big Bakery, Educational Film Services (10 Minutes)

SRA-----Our Working World

Materials

Tom Thumb Cash Register

Grove Tex School Kit 100-----Play Money

Teaching Units

- I. Choo Choo Train
- II. Workers Within Our Community
- III. The Staff of Life
- IV. Supermarkets Serve People

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

THE STAFF OF LIFE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: The Staff of Life

Behavioral Objective: To utilize knowledge in developing
an awareness of the bakery industry.

Procedures	Student Activity	Notes & Resources
Tasting bread	Student close their eyes and eat small square of bread.	Teacher can do this very effectively by cutting slices of bread into small squares and letting each student eat one.
Class discussion.	Class discussion of what they ate and why it is important to mankind.	The reasons of why bread and related products are important could be written on chalkboard. Students could write these reasons down and keep them in notebook for future reference.
Listing activities	As students name different items made from wheat, rye, oats, or corn.	Students write these items on the chalkboard and let students write them

(cont.)

Class display

Students bring in items from house which pertain to the baking industry.

Class discussion.

Students use show and tell method of discuss item they bought from home.

Bring in wheat to examine.

Have student chew and taste wheat.

Correlated occupation with baking industry

Students correlate baking industry with other related areas.

down to keep in class notebook.
Correlate this with science, and penmanship.

Correlate with English.

Music:

"Muffin Man"

"Music Around The Town"

Related areas to be discussed are:

Baker
Salesperson
Truckers
Farmers

a. Wheat
b. Sugar growers

(cont.)

Table display.

What is needed to make bread.

Student should place sample articles that are needed to make bread such as:

Flour
Yeast
Milk

Cleaning people
Dishwashers

Each student should feel free to display some article on the display table.

Teacher should point out the different workers such as:

1. Mixer
2. Molder
3. Oven operator
4. Slicer
5. Wrapper

Students should place on the wall above the table cut outs showing different workers.

Discuss with students the tools and different jobs that are involved in getting the bread to the grocer.

Teacher should list on the chalk board the items needed to put on the mural

Student can prepare a cut out mural.

Materials needed:
paper
crayons
scissors
workplace
helpers

Teacher should point out use of paper, crayons as materials. Scissors

(cont.)

Preparing stu-
dents for field
trip to a bakery

Visit to a bakery
such as:
e.g. Charleston
Huntington

Students will role play
after getting into
groups of 3-4 people of
setting up a bakery.

brushes as tools
and the classroom
as the work place
and students work
as labor.

Teacher should
point out the
interdependency in a
discussion of labor
and specialization.

Place to visit are:

Heiners Bakery
Huntington, W.Va.

Purity Maid Bakery
Co.
Charleston, W.Va.

Students could role
play the following
occupations:

farmer
wheat buyer for
the bakery
mixer of dough
molder shapes
dough
oven operator
slicer
wrapper
truck driver
store owners
bakery time

(cont.)

	Bring in receipes from parents to bake cookies	Correlate with math, cooking-training, country baking, measuring.
Materials for cookie making.	Students participate in planning of materials.	Suggested list: Bowls Measuring cups Measuring spoons Cookie sheets Milk Sugar Flour Flavoring Etc.
Make cookies or bread to sell to students.	Set up a bakery shop in the classroom to sell their cookies to students. e.g. The following could be involved in setting up the business 1. Borrowing money from the bank. 2. Getting License 3. Hiring of personnel 4. Owner 5. Salespeople 6. Clean-up people 7. People to make the cookies.	Students could sell products. The students could role play through actual learning experiences.

(cont.)

Picture collection for bulletin board.

Student collect pictures from cookie package, cereal boxes, etc. to make a bulletin board display.

Correlate with art.

Visitation of resource person.

Allow plenty of time for students to ask resource person questions

The resource person should talk to the student pertaining to the baking industries or related field.
e.g. chef
homemaker

Set up shop

Students could arrange with cafeteria to set up donut shop.

The school principal could arrange for bakery to deliver donuts to the school and let the students sell them at morning recess.

Correlated experiences.

Students could carry different responsibilities in this project.

This would allow the students valuable hands on experiences in the world of work.

(cont.)

Health experiences

Students become aware of the impaired health that can be caused by unsanitary working conditions.

Correlated work experiences could be:

1. cashier
2. packer
3. handler
4. etc.

Sanitary working conditions could be stressed here.

Correlate this with health.

Resources

Filmstrip

How We Get Our Food
The story of bread
50 farmers
S. V. E.

Our Working World
S. R. A.

S. R. A. Occupational
Briefs

21 Bakers
284 Buyers
368 Small Business
Owners
350 Restaurant
Managers

Books

Baker Bill
Barr, Jean

(cont.)

The Bakery
Calonius, Lillian
Children's Press
2.0 reading level

I Want to be a Baker
Green, Clara
Children's Press

How Bread Is Made
Living in Places
Near and Far
MacMellon Co.

Films

The Big Bakery
10 minute color
Ed. Film Services
Sales
U. Ext. U. of Calif.
Tour of a Bakery

Bread
11 minute
Encyclopedia Britan-
nica
Bread making from the
wheat fields to the
bakery.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

SUPERMARKETS SERVE PEOPLE

Lincoln County Board of Education
Hamlin, West Virginia

**Teaching Unit
Level Three**

Title: Supermarkets Serve People

Behavioral Objective: To construct a workable model of an occupation using working activities through role playing or dramatization.

Procedures	Student Activity	Notes & Resources
Classroom discussion on why we depend upon other people for different types of services.	Diagram a large wall map locating the many areas of our country where food comes.	This map could be the bulletin board focus for this unit. e.g. Celery from California, oranges from Florida. This activity could be correlated with Social studies.
Preparing foods for shipment.	How it is prepared for shipment could be done in a group activity 1. packing 2. sorting 3. cleanliness 4. inspection 5. crating 6. frozen 7. fresh 8. etc.	This could be correlated with Health and Science classes.

(cont.)

Shipping
foods from the
supplier to
the consumer.

Types of shipment
for different types of
food.

1. Air transportation
2. Rail freight trans-
portation
3. Tractor trailer
transportation
4. Ship transportation
5. etc.

This could be
tied together with
the transportation
aspects of social
studies.

Explain law
of supply and de-
mand.

- A. Food article
plentiful
- B. Food article
scarce

Students could
figure cost on same
article that is
purchased locally
in the summer time
and one shipped in
during the winter
time.

e.g. tomatoes

corn

strawberries

Implement
student knowledge
with the showing
of filmstrips

As it relates to the
different occupations
they would expect to
see being performed in
a supermarket.

Jam Handy Company
The Grocer

Edu-Craft
The Supermarket

(cont.)

A. Students taking notes concerning film strips.

From classroom discussion of the filmstrips.

Discuss some of the facets that an ongoing business encounters and the many types of occupations that are available as seen in the filmstrips.

Students should be encouraged to reach newer avenues of learning through self expression.

Plan for classroom visitation of a resource person.

Students plan types of questions and pertinent information that they want to know about after the oral presentation of the resource person.

Resource visitation

Question and answer session.

Write up visitation

Students could use creative expression to write up the visitation of the resource person.

Correlate this with English class.

(cont.)

Mock interview with employees that students may come into contact with on the field trip

Mock interviews should be done in the class before the field trip visit so that the students will be familiar with some of the different careers as they relate to vocational awareness.

Time should be spent here so that each student will be aware of things to be looking for on the field trip thus creating and producing a greater learning experience.

Each student should have practice in asking questions in the interview for the place that they expect to visit.

Tape the mock interview.

Point out strengths and weaknesses of the interviews through classroom discussion.

Play back interviews so that a learning experience can be gained by all the students.

Initiate a field trip to a supermarket.

Class discussion of what they hope to accomplish as an outcome of the field trip.

(cont.)

Finalize plans and procedure for the field trip e.g. student behavior and awareness of ideas and careers to be looking for.

Follow up discussion of all that they saw and did on the field trip.

Visit a local business which has an important role in the community.

Students talk to several of the employees.

Open ended discussion should follow with ample time being given to comprehension and awareness of what they saw and the experiences that they had during the trip.

The field trip to a business establishment should be taken with ample time given so that students can gain insights into the different areas of the vocational world of work as it relates to career awareness. e.g. No matter how menial the job may seem, it has dignity if it is being done well.

(cont.)

A list of the people they met and their job description as it relates to the world of work.

Initiate the writing of a theme

Conduct dramatization after the field trip

Students list types of occupations they saw being performed while on the field trip and a job description as it relates to the world of work.

e.g. cashier
stock boy
manager.

Writing theme on field trip experiences

Role playing of various occupations that the students observed during the field trip will broaden their preception to the many different facets of the world of work.

Correlate this with spelling.

Theme could be used as a measurement of the students comprehension of the activities observed during field trip.

Correlate this with English.

(cont.)

e.g. cashier
pricer
checker
carry out
produce manager
meat manager
buyer

Types of role
playing

Students could assume different job roles they saw during the field trip.

Guess "Who Am I" "What Do I Do"

Write thank
you notes to
the place
they visited
on the field
trip.

Students would write their own personal thank you letters which should be sent to the business in which they visited.

Correlated with penmanship, English, and spelling.

Bring in
labels that
are found on
different
items which
were pur-

Classroom discussion as to why certain foods are healthy and others are not. This could easily be correlated into the area of health.

(cont.)

chased from the super-market that the student has within their own home.

Health charts could be made to emphasize what healthy foods are and others to show what it looks like to have unhealthy foods.

Project idea for class discussion of stimulating some activity in relationship to the field trip.

Make health charts using food labels which students brought in. The students should work in groups.

Classroom discussion as to the type of project and the detail that they want to get in involved in.

These labels could be used to prepare an attractive bulletin board.

Showing healthy foods as correlated with health and science classes.

This could range from the simple to something elaborate.

Due to the grade level, it is suggested that it be kept to something simple; yet it

(cont.)

Discussion of the materials that they would need for the ongoing project.

Encourage the sharing of responsibility so that all students will be involved in the indepth project.

Classroom discussion of the various activities that can be

Classroom discussion as to what they will need and why they will need certain materials to build the model.

Students should discuss what they will do with the materials and how they will put it together to make a meaningful experience in the world of work.

Simple themes could be done here as to why the student wants to be in certain areas.

could involve other areas of study in the curriculum.

Before this is tried be sure to get the principals permission.

Students should be encouraged to share certain responsibilities as it relates to the class project.

Correlate with English as the students could portray different types of occupa-

(cont.)

carried on
within the
classroom.

Group leaders of the project should report their findings as to things that they will need to make the project a success.

Complete construction of the project.

List materials needed on the chalkboard.

1. paper
2. pencils
3. plywood
4. paint
5. nails
6. hammer
7. saw

Have students doing different parts or responsibilities during this phase.
e.g. some saw, some paint, some make signs some measure and etc.
e.g. students discuss everything that is being done in class because this is a hands on learning experience.

tions as they work in their model.

Time will vary in this as to the depth of the project, but it should be an on-going experiment which is open ended.

Give suggestions but let the students do the actual work as this is a valuable learning experience for the students.

(cont.)

Discuss
methods for
getting the
activity of
the project
underway.

Open discussion with
ideas of the student
being written on the
chalkboard for refer-
ence and evaluation.

Their ideas
should be expanded
so that the ex-
periences of the
project will be
meaningful and a
valuable learning
experience for every
member of the class.

Time sched-
ule for stu-
dent partici-
pation

Let students discuss
how the project will
be operated and how many
it will take to operate
it effectively.

All students
should have equal
chances to partici-
pate in the working
facet of the project.

Role play-
ing during
the hands on
activity.

Students assume roles
to portray during the
working phase of the
project.

e.g. Salesman

cashier

stock boy

inventory

records

produce manager

Many other occupa-
tions could be listed
These are only ex-
amples of a few.

(cont.)

butcher
packers
stock clerks
store manager
assistant manager
buyer

Classroom discussion of the various activities that can be carried on within the classroom.

Increase the vocabulary of the students as to the areas of the project.

Simple themes could be done here as to why the student wants to be in certain areas.

Students will gain an overall workable vocabulary of terms and their application to career awareness.

Correlate with English as the students could portray different types of occupations as they work in their model.

Some of the terms to be considered are:
packer
cash register
checker
hardware
crater
freezer
perishable
price marker
cost

(cont.)

net

gross

profit

produce

coupons

groceries

storage room

butcher

specials

bargain price

supermarket

meat market

fish market

vegetable market

candy market

bakery

dairy store

delicatessen store

health foods store

Occupations to be
correlated into
the unit for student
awareness could be:

store manager

assistant manager

(cont.)

buyer
service manager
cashier
butcher
stock boy
produce manager
broker
salesman
accountants
truck drivers
bookkeepers
management trainee
shipping clerks
produce clerks
grocery checkers
pricer
ets.

Resources

Nystrom----Supermarket
Workers

Filmstrips

The Story of Meat
The Story of Milk
The Market Town
Trucks at Work
Grocer
Butcher
The Food Store

(cont.)

Flat Pictures

The Market

Supermarket Helpers

Cash Register
Playstone Money

S. R. A. Briefs

Produce Clerks

Stock Clerks

File Clerks

Cashiers

Routemen

Grocery Checkers

Items

Tom thumb Cash
Register
Grove Tex School
Kit 100-Play
Money

Filmstrips

Downtown-----
Coronet

A Shopping Center---
Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

WORKERS WITHIN OUR COMMUNITY

Lincoln County Board of Education
Hamlin, West Virginia

**Teaching Unit
Level Three**

Title: Workers Within Our Community

Behavioral Objective: To formulate a workable model of the various occupations within the community correlating skilled and unskilled workers emphasizing the importance of training and education.

Procedures	Student Activity	Notes & Resources
Exploration of community work force.	Students name at least two people who perform within the job world.	<p>Teacher write the persons name down and list the occupations that he performs.</p> <p>e.g.</p> <p>Mr. Smith</p> <p>a. Car salesman</p> <p>Mrs. Jones</p> <p>a. Secretary</p> <p>Miss. Doe</p> <p>a. Waitress</p> <p>Mr. White</p> <p>a. Mechanic</p>
Plan for local survey of the work force.	Students should plan questionnaire to use for the local survey of the work force.	<p>Correlatel this activity with English.</p> <p>Occupation could be of the following:</p> <ol style="list-style-type: none"> 1. public relations 2. census taker 3. etc.

Study interview
techniques

Some of the areas
which the students
should become familiar
with are:

1. Formulating questions.
2. Collecting data
3. Organizing data
4. Drawing conclusions

This could be
correlated with
Math, English,
and Social Studies.
Occupations included:
1. Statistician
2. Economist
3. Etc.

Plan survey
questionnaire.

Questionnaire should
include the following:

1. Education worker has had.
2. Type of occupation.
3. Training skills.
4. Materials used.
5. Why he chose the occupation.
6. What he dislikes about the occupation.
7. Job description.
8. Education needed to perform better at the job.
9. Advancement for the future.
10. Salary scale.

These should be
mimeographed on a
sheet of paper, inter-
viewed, use a dif-
ferent sheet. This
could be correlated
with Math and English.

Occupations dis-
cussed during the
preparation of the
questionnaire are:

1. Typist
2. Stenographer
3. Printer
4. Machine operator
5. Etc.

Perform local survey.

Stress the importance of accurate information.

Reporting interviews.

Students do local survey of the local community work force.

Students should record the information from their survey accurately so that it can be analyzed at a later date.

Students reporting of some of the interviews that have been performed.

Correlate these activities with English and Math.
Note: Be sure that the students practice good manners while doing the survey.

This could be correlated with English and Math classes.
Occupations involved:
1. Surveyor
2. Mathematician
3. Draftsman
4. Census taker
5. Salesman
6. Public relations
7. Writer
8. Reporter
9. Teacher
10. Etc.

This could be done in many ways:
1. Oral
2. Written

Group work on cluster information which has been derived from the many interviews.

Students do group work to compile the information which was gained from the interviews.

3. Typed
4. Using pictures
5. Using models
6. Simulations
7. Etc.

This should be done by dividing the interviews into cluster occupations.

The cluster occupations could be many or few. We perceive the following twelve items as the major cluster areas.

1. Office
2. Transportation
3. Agriculture
4. Construction
5. Distribution
 - a. buyer
 - b. seller
 - c. real estate
 - d. insurance
 - e. etc.

Resource guides

Students prepare resource guides concerning the different occupations.

Descriptive information.

Students write descriptive information concerning each occupation which they interviewed.

6. Family, Community and social service occupations

7. Electrical

8. Communications

9. Health

10. Manufacturing

11. Metal

a. welder

b. plumber

c. mechanic

d. sheet metal

e. pipefitter

f. etc.

12. Etc.

Correlate this

with English.

Careers to be considered:

1. Secretarial

2. Printer

3. Editor

4. Etc.

Comprehensive

overview of the job world.

Correlate with English.

Class
Illustration.

Illustration of the
different job techniques
by using diagrams and
maps.

Correlate with
Math and Art
classes.
Occupations involved:
1. Mathematician
2. Designer
3. Etc.

Show relation-
ship.

Students should show
the relationship of
each occupation as it
relates to society.

Class mural.

Students make a large
mural showing the fol-
lowing information
which was gained from
the interviews.

Correlate with
English and Art
classes.
Occupations which
could be stressed
are:
1. Writer
2. Painter
3. Designer
4. Lay out artist
5. Artist
6. etc.

(cont.)

See:
Appendix A.

Vocabulary

This would depend upon the locality of the local survey although a rather extensive one could be assembled.

Occupations to be discussed
This would depend upon the locality of the local survey.
Samples suggested pertinent to most communities should be:

1. Housewife
2. Cook
3. Salesman
4. Insurance Salesman
5. Welder
6. Mechanic
7. Car Salesman

8. Teacher
9. Merchant
10. Farmer
11. Laborer
12. Carpenter
13. Mason
14. Janitor
15. Clergymen
16. Bookkeeper
17. Cashier
18. Secretary
19. Barber
20. Waiter
21. Waitresses
22. Plumber
23. Pipefitter
24. Doctor
25. Nurse
26. Appliance
serviceman
27. Truck driver
28. Meat cutter
29. Shoe salesman
30. Etc.

Classroom Materials

1. Paper
2. Pencil
3. Pens

Resource Materials:

1970-71 Occupational
Outlook Handbook.

(This book is available for classroom use. It may be checked out from the audio-demonstration center.)

Filmstrips

The Telephone---Coronet

Downtown-----Coronet

An Office Building-----
-----Coronet

A Manufacturing Area---
-----Coronet

A Warehouse Area-----
-----Coronet

The Waterfront--Coronet

A Shopping Center-----
-----Coronet

Neighborhoods of Many
Kinds-----Coronet

Neighborhoods in the
City-----Coronet

Neighborhoods in the
Suburbs-----Coronet

Neighborhoods in Small
Towns-----Coronet

Neighborhoods in the
Country-----Coronet

Neighborhoods Change---
-----Coronet

APPENDIX A MURAL LAYOUT SKETCH

Occupational Cluster	Occupational Information	Students Paint mural in relationship to the occupation.
	1. Name of Job	
	2. Education	
	3. Duties	
	4. Qualifications	
	5. Advancement	
	6. Earnings	
	7. Employment	
	8. etc.	

Preparing notebook of occupational information

Students prepare notebook of information.

These notebooks could be similar to the mural except more in detail as to the job description.

Suggested Notebook

Title: Occupational Information Survey

<u>Occupation</u>	<u>Salary Range</u>	<u>Education</u>	<u>Job Description</u>
Brakeman	8,000-10,000	High School	Coupling and uncoupling railroad cars.

Materials for Mural

1. paper
2. watercolors
3. finger paint

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

CHO CHOO TRAIN

Lincoln County Board of Education
Hamlin, West Virginia

**Teaching Unit
Level Three**

Title: Cho Choo Train

Behavioral Objective: To stimulate awareness of job services provided by a public utility.

Procedure	Student Activity	Notes & Resources
Class discussion.	General classroom discussion of trains.	This is an excellent way for the classroom to become familiar with the general knowledge of the students as it relates to the study of trains.
Name things trains do.	Students name things that trains do.	These should be put on the chalk-board by the teacher and students make a list of them for use in their scrapbook later on. Correlate this with Writing and Social Studies.

(cont.)

Collect
pictures of trains

Students could do
this from magazines
which they may have
around their home.

Class dis-
cussion

Show and Tell period
letting students ex-
plain the pictures
which they have
collected.

Class speaker.

Invite a railroad
employee to come to
the class and talk to
students.

e.g. Suggested List

1. carry people
2. carry things we
use
3. carry freight
4. carry materials
 - a. coal
 - b. chemicals
 - c. lumber
 - d. cattle
5. etc.

Correlate this
with English.

Word list should
be made on the
chalkboard list-
ing the new words.

Students should
plan some questions
which they wish
to discuss with
the worker.

e.g. training
education
advancement

(cont.)

Plan field
trip.

Student should plan
a field trip in
relationship to the
unit.

Correlate this
with Science.
Occupations could
be:

1. lineman
2. repairman
3. electrician
4. engineer

Some of the
places which
they could per-
haps visit would
be:

1. Danville Rail-
road Yard
Danville, W. Va.
2. Peach Creek
Railroad Yard
Logan, W. Va.
3. Huntington
Railroad Yard
Huntington, W. Va.
4. Charleston
Railroad Yard
Charleston, W. Va.
5. C & O Depot
Charleston, W. Va.
6. C & O Depot
Huntington, W. Va.

(cont.)

Discuss field trip.

Class discussion of field trip.

Students list the different occupations and trains that they saw on field trip.

Study of trains.

Students study the different types of trains.

Students could correlate this with Social Studies.

Types that could be discussed are:

1. passenger
2. freight
3. mail
4. express
5. etc.

Study of freight trains.

Students study the different kinds of freight trains.

Students could correlate this with Social Studies.

Types that could be discussed are:

1. boxcar
2. flatcar
3. livestock car
4. hopper car
5. refrigerator car

(cont.)

Study of things
and occupations
that could be
correlated with
the freight train.

Students name the
types of freight trains
what they would carry
and occupations for
each.

6. tank car

7. caboose

These could be
correlated with
Social Studies
and Writing.

e.g.

1. Boxcar-lumber-
sawmill, carpenter
2. Flat car-piggyback
(automobiles)
car salesman,
mechanic, &
insurance salesman
3. Livestock car-
cattle, sheep,
hogs, farming,
ranching, meat
processors, &
merchant.
4. Hopper car-coal,
wheat, corn,
fertilizer and
gravel-miner,
farmer, land-
scaping and
road construction.
5. Refrigerator car-
meats, vegetables,
and fruits-butcher,
wholesaler, jobber,
migratory worker
6. Tank car-oil,
gasoline, chemicals-
driller, service
station manager,
engineer.

(cont.)

Discuss people who earn a living working with trains.

The students could name job classifications of people who work on trains.

7. Caboose Car
carry the Conductor and brakeman.

This is only an idea of the things that can be carried in the different types of railroad cars. The listing of the occupations are unlimited.

This is a list that could be endless, but the students should become familiar with some of the occupations. The students could copy the list and perhaps write a brief description of the occupation.

e.g. sample list

1. Engineer-drives the train
2. Fireman-aids the engineer

(cont.)

3. Brakeman--coupling and uncoupling the different cars.
4. Conductor--charge of train
5. Porter--takes care of sleeping cars
6. Cooks--prepares meals served on passenger trains
7. Waiters--serves the passengers their meals
8. Agent--arranges for pickup and delivery of materials
9. Ticket agent--sells and records tickets both for passengers and supplies
10. Clerks--supplies people with information concerning the train
11. Guards--guard the train and often guards the valuables that are on the train.
12. Safety person--responsibility for safety of train and for signs marking railroad crossing.
13. etc.

make a train

Class discussion

Group work

Tickets for
train ride.

Students could make
a train from different
boxes.

Class discuss the
different types of cars
that they want to make.

Divide class into
groups to work on the
difference of railroad
cars.

Students could make
tickets to ride on the
train in which they
have made in class.

This could be
correlated with
math and art classes.

This would encourage group activities.

Correlate such
careers as:

1. Statistician
2. Art Engineer
3. Structural
Engineer
4. Carpenter
5. Sheetmetal
Worker
6. Painter
7. Designer
8. Architecture
9. etc.

Correlate this
with math and writing.
e.g. Students should
perform something
worthwhile to the
class before being
allowed to take a
train ride.

(cont.)

Sell train
tickets

Students could make
ticket counter and
sell tickets to ride
on the train

e.g. materials
brought to class
such as a paste-
board box or a
train picture or
maybe even learning
a new word which is
connected with
the unit. Perhaps
he could read a
book and tell or
write a book re-
port concerning
the unit of study.

Correlate this
with math.

Time tables

Students could make
up timetables showing
the arrival and de-
parture of a train.

Correlate this
with math

(cont.)

Occupational
discussion.

As students explain
their pictures, have
as many occupations
explained as possible.

These occupa-
tions should also
be listed on the
chalkboard and
students copy them
for future reference
e. g. Occupations
would depend upon
the pictures that
the students
brought to class.

Demonstration

Display of a model
train.

If a student in
the class has a
toy train, ask him
to bring it to
class and demon-
strate. If none
of the students
has a toy train
then perhaps one
of the upper class-
men may have one
and would volunteer
to set up a demon-
stration for the
students.

(cont.)

Class scrap-
book.

Students could make
a scrapbook from pic-
tures that they have
collected showing many
different aspects of a
train.

Under each pic-
ture the students
should list the
different types of
occupations that
are taking place.

Correlate this
activity with
English and art.

Train songs

Students could learn
and sing songs that are
closely connected with
the train industry.

Correlate this
with music.

Some of the songs
should be:

1. John Henry
2. I've Been Working
on the Railroad
3. Gen on Board
4. Little Children
5. The Old Ninty
Nine
6. Atcheson-Topeka
and Santa Fe
7. Wabash Cannonball
8. I Hear A Train
A Coming
- etc.

Bulletin board

Students prepare
bulletin board

Students could
prepare bulletin
board of trains.
e.g. Title of Bul-

(cont.)

letin Board could

be:

Yesterday, Today,
Tomorrow

e.g. Steam Engine
Diseal Electric

Occupations that

Could Be Discussed

Within This Unit

1. Engineer
2. Conductor
3. Fireman
4. Brakeman
5. Ticket Agent
6. Dispatcher
7. Porter
8. Electrician
9. Painter
10. Mail clerk
11. Mechanic
12. Inspector
13. Track layer
14. Safety engineer
15. Guards
16. etc.

Classroom Resources

1. Charts
2. Pictures
3. Bulletin Board
4. Tempera Paints
5. Colored Chalk
6. Finger Paints
7. Magic Markers
8. Scissors
9. Nails
10. Saw
11. Hammer
12. Pins
13. Tacks
14. Paper

15. Glue
16. etc.

Resource Materials

I. Equipment

1. Bell
2. Light
3. Filmstrip projector
4. Play money
5. Cash register

II. Books

1. Curren, Polly
The Little Red Caboose That Ran Away
Treasure Books
2. Freeman, Lydia
Chuggy and the Blue Caboose
Viking Press
3. Piper, Watty
The Little Engine That Could
Platt and Munk, Co
4. Weisgard, Leonard, The Big Book of Train Stories, Grossett and Dunlap

Filmstrips

John Henry-----Coronet

The Railroad Station---
-----Coronet

Rail Systems-----Coronet

Casey Jones-----Coronet

ED 059390

Volume IV of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-O-71-682(361)

"Improving a Rural Area School Program with Expanded
Vocational Education Services by Utilizing
Comprehensive Career Orientation and
Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

- I. Synopsis
- II. General Objectives
- III. Behavioral Objectives
- IV. Teaching Strategies
- V. Evaluation Techniques
- VI. Methods of Evaluation
- VII. Correlation of Subjects Taught
- VIII. Appendices
 - A. Field Trip Information
 - B. Suggested Field Trips
 - C. Suggested Parental Letter
 - D. Resource Bibliography
 - E. Teaching Units

A Suggestive Resource Unit

for

Level Four

Career Awareness

Synopsis

The fourth level of career awareness in the middle school is concerned with investigating and interpreting the work of family members as it relates to a larger segment of the society.

This level should also focus on the development of positive attitudes, appropriate to both personal growth and career choices, building upon experiences developed in preceding levels. By moving to new levels of experience, individual decision making abilities can be enhanced, as students' sense of dignity and worth are increased through deeper understanding of the intrinsic value of occupational awareness.

We now proceed from the family, local and immediate environment to occupational awareness on a state, national, and world-wide level. The students should realize that they gain from and contribute to occupational awareness by being a participant in our world of challenge and change.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and

appropriate to the student's state of development.

3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and to encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To name the many occupations and job skills that are available to the student within the state.
2. To comprehend the vastness of our natural resources as related to the economic prosperity of the nation by focusing on the coal industry.
3. To become aware of the glass industry in developing an awareness of and an appreciation for the industry's vocational techniques as related to existing jobs within the state.
4. To do exploratory analysis of the many facets of protective services as provided by the state.

Teaching Strategies

1. The individual should become involved in an in-depth project of some phase of business as performed within our state.
 - A. Individual students could make a scrapbook of an in-depth project.
 - B. Workable models could be made by the students as they relate to the in-depth project.
 - C. A structured dramatization could be presented to the entire class, based on the in-depth project, and on the model.
2. Small group activities stemming from classroom discussion of the different facets presented in the in-depth project should be carried out.
 - A. Students should write down what they see as relevant about the project.
 - B. A group unit could easily be developed from this project dealing with various industries or businesses in our state.
3. Plan some field trips to the places considered most relevant in this study.
 - A. Consult with staff to avoid repetition of previous trips, thereby insuring continuity in the overall career awareness program.
 - B. Consult with and have the approval of the manager or the supervisor of each place you plan to visit.

- C. Obtain parental consent as in previous field trips.
- 4. Role Playing
 - A. Illustrate both desirable and undesirable job interviewees' behavior.
 - B. Discuss the various kinds of information needed before the interview.
 - C. Discuss the over-all type of questions which one could be expected to be asked in an interview.
 - D. Arrange for an interview between each student and a member of the staff.
 - 1. Classroom practice should be given in filling out questionnaires and applications.
 - 2. If possible, tape record or video-tape the interview session.
 - 3. After taping interviews, it should be played back and followed by a general classroom discussion on ways of self-improvement in interview behavior.
 - 4. Interpret the result and let each student draw individual conclusions as to how they can improve their interview technique.
- 5. Students should work in teams.
 - A. They should interview one another.
 - B. A discussion of the activity by the entire group should follow.
- 6. The group should prepare a scrapbook or a notebook

on interviewing as a result of the work they have performed.

- A. The scrapbook should consist of students in actual situations.
- B. The scrapbook should contain:
 - 1. Questionnaires
 - 2. Interview Questions
 - 3. Interview Answers
 - 4. Group Interviews
 - 5. Group Answers
- 7. Business and industrial people will visit the class
 - A. They will state their companies' objectives and requirements for employment.
 - B. This should be varied so it will encompass the interests of the students at this level.
- 8. Students should be able to write letters:
 - A. Requesting information from various companies.
 - B. Thank you letters
- 9. The students could perform role playing as to the above activities.
 - A. Video Tape
 - B. Tape Recorder
- 10. Students should perform role playing activity in realistic situations.
 - A. Washing Dishes
 - B. Cleaning Room

- C. Washing Family Auto
 - D. Mowing Lawn
 - E. Related Activities
11. Appropriate films, filmstrips or slides showing different phases of careers within the state.
 12. Classroom involvement in songs, games, records, or recreation about the role of work in contributing to the dignity of man.
 13. Career development information and activities.
 14. Evaluation
 - A. Observation of active pupil involvement in discussions and questioning.
 - B. A summary by students on the opportunities offered to each of them in the state of West Virginia.
 - C. Capability of students in conducting an interview.
 - D. Statements by staff members.
 - E. Amount and quality of materials used and brought by students.
 - G. Fulfillment of objectives.
 - H. Readminister standardized and non-standardized measures given at the beginning of the year.
 - I. Attitude development and change.
 15. Resource Materials
 - 1. Films
 - 2. Filmstrips

3. Records
4. Tapes
5. Books
6. Pamphlets
7. Magazines
8. Pictures
9. Maps
10. Brochures
11. Transparencies
12. Slides
13. Documentaries
14. Bibliography
15. Autobiography
16. Guest lecturer
17. Field trips eg. (Sunrise and Huntington Galleries)
18. Opaque projector
19. Filmstrip projector
20. Film projector
21. Art supplies
22. Tape recorder
23. Sample 4th. grade units and guides for developing
--West Virginia
24. Chamber of Commerce information on industrial
and recreational sites in West Virginia
25. Samples of interview questions and techniques
26. Guidance units--attitude development
27. Career book and series list

28. General textbook list--catalogs
29. Letter guides, parents, employers
30. Poems
31. Stories
32. Recordings
33. Games
34. Files

Evaluation Techniques

Evaluation within this unit should be a continuous process in which the classroom teacher can use several methods to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the students is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career awareness.
2. Observation of pupil participation in activities.
 - A. Materials brought to class
 - B. Participation in role playing
 - C. Oral questioning of students
 - D. Participation in group discussions
3. Responsibilities
 - A. Responsibilities students had when school started.
 - B. Responsibilities students now perform at the closing of school.
 - C. Occupations that students now can observe.
 - D. Occupations that students now can perform.
 - E. Pre and post testing

Correlation of Subjects Taught

Social studies, reading textbooks, stories, and related units are areas which can easily be adapted to the study of jobs. Other subject areas, such as music, science, and math can also be used effectively. Occupations should be shown in their relationship to each subject of career awareness. The language arts program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship of math to skills needed by workers in order to obtain, perform, and function in various occupations in the world of work. Art can be related to worker requirements

in occupations that require artists' skills. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

In addition to the suggested resource unit, teachers, can by using games, songs, stories, records, poems, visiting personnel, tapes, career book lists, video tapes, and discussions of information derived from the field trips, increase the student's awareness of roles they must perform to be effective citizens in tomorrow's world of work.

APPENDICES

Appendices

- A. Field Trip
- B. Suggested Parental Letter
- C. Resource Bibliography
- D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the class room.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community.
 - a. Home
 - b. School
 - c. Neighborhood
 - d. Local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
 - a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have
3. Make plans for transportation
 - a. What kind?
 - b. Who will provide it?
 - c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
 - a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion
2. Student committee should gather career information.
 - a. Kind of workers
 - b. Working conditions
 - c. Training of workers
 - d. Duties of workers

3. Safety precautions should be discussed.

4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Suggested Field Trips

1. Sheriff's Office
2. Prosecuting Attorney's Office
3. State Police Training Center--Dunbar
4. State Police Crime Laboratory--South Charleston
5. City Police Headquarters--Charleston--Huntington
6. Courtroom
7. Dunbar Detention Center
8. Hamlin Volunteer Fire Department
9. Coal Mine--Beckley Exhibition Mine
10. Kanawha Glass Company--Dunbar
11. Huntington Fire Department--Huntington
12. Charleston Fire Department--Charleston
13. Blenko Glass--Milton
14. Rainbow Glass--Huntington
15. Union Carbide Chemicals--South Charleston
16. International Nickel--Huntington
17. Corbin Limited--Men's Clothing Mfg.--Huntington
18. Huntington Manufacturing Company--Women's Clothing
19. Perry Norvell Shoe Factory--Huntington
20. Kanawha Airport--Charleston
21. Tri-State Airport--Huntington
22. American Car and Foundry--Huntington
23. Libby Owens Ford--Kanawha City
24. Du Pont--Belle
25. etc.

SUGGESTED LETTER TO PARENTS

Dear Mr. _____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

4. Would a field trip to your place of employment be beneficial at this grade level? _____

5. Would you serve as a field trip aide when we take field trips? _____
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

Resource Bibliography

Level Four

Career Awareness

Exemplary Project

Books

- Ambler, Charles. West Virginia History.
- Clagg, Sam. West Virginia Conceptual Atlas. Rand McNally, 1970.
- Markun, Patricia. The First Book of Mining. Watts, 1959.
- Eberle, Irmengarde. The New World of Glass. Dodd, Meade and Company, 1963.
- Epstein, Sam and Beryl. The First Book of Glass. Watts, 1955.
- Sootin, Laura. Let's Go To A Police Station. Putnam, 1957.
- Williams, Barbara. I Know A Mayor. Putnam, 1967.
- Williams, Barbara. I Know A Fireman. Putnam, 1967.
- Williams, Barbara. I Know A Policeman. Putnam, 1966.
- Hyde, Wayne. What Does A Secret Service Agent Do? Dodd, Meade and Company, 1962.
- Liston, Robert. Your Career In Law Enforcement. Messner, 1967.
- McCarty, Agnes. Let's Go To Court. Putnam, 1961.
- Rosenfield, Bernard. Let's Go To The F. B. I. Putnam, 1960.
- Wheeler, Billy E. Song Of A Woods Colt. Droke House, 1969.
- Sutton, Felix. West Virginia. Coward-McCann, 1968.
- Caudill, Rebecca. My Appalachia. Holt, Rinehart and Winston, 1969.
- Glenn, Max E. Appalachia In Transition. Bethany Press, 1970.
- Roberts, Bruce and Nancy. Where Time Stood Still. Crowell-Collier Press, 1970.

Clarkson, Roy B. Tumult On the Mountains. McCain, 1964.

Price, Otis K. The Allegheny Frontier. University Press of Kentucky, 1970.

Brooks, Maurice. The Appalachians. Houghton Mifflin, 1965.

Occupational Briefs (SRA)

51 Coal Miner
194 Metal Mining Workers
207 Mining Engineers
198 Tool and Die Makers
260 Surveyors
182 Statistical Workers
292 Safety Engineers
184 Geologist
193 Diesel Mechanics
3 Electrical Engineers
25 Electricians
16 Bookkeeping Machine Operators
393 Union Business Agents
252 Typists
204 Ceramic Engineers
228 Ceramic Industry Manufacturing Workers
318 Chemical Technicians
40 Display Workers
327 Factory Inspectors
234 Gift Shop Owners and Managers
174 Glass Manufacturing Workers
109 Laborers
114 Manufacturing and Wholesaler Salesman
178 Package Manufacturing Workers
97 Purchasing Agents
352 Shipping Clerks
110 Warehouse Workers
385 Criminologists
274 Detectives
55 F.B.I. Agents
297 Guards, Watchmen, and Alarm System Workers
9 Lawyers
300 Legal Secretaries
54 Police
107 Policewoman

Filmstrips

Mining and Industry-----Coronet

Natural Resources-----Coronet

John Henry-----Coronet

Maps (42H)-----Eyegate

Glass Making in Colonial Days-----Corning Glass
Company

West Virginia: A Changing Land-----McGraw Hill

Slides

West Virginia: A set of 112 colored slides showing the
history and industry of the mountain state.

SRA Our Working World

TEACHING UNITS

- I. Opportunities in Our State
- II. Black Gold
- III. Rainbow of Color
- IV. Protective Services Provided by Our State

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it is by no means intended to dictate a precise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

OPPORTUNITIES IN OUR STATE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Four

Title: Opportunities In Our State

Behavioral Objective: To name the many occupations and job skills that are available to the student within the state.

Procedures	Student Activity	Notes & Resources
Provide the students with an introduction to the state through "A look at W. Va."	Have a general discussion of places students have visited in the state, and places they would like to go.	
Encourage student research using encyclopedia, class reports and other sources.	When students are naming places they have been or would like to visit within the state, see if they can name the different jobs that are involved in getting them there.	<u>Materials:</u> Outline Map of the State Ribbon Thumbtack Magic Marker Overhead Projector W.Va. Map Transparency
Using mimeograph maps, let students, at their desks, mark the locations of various state industries.	Students will use small mimeograph maps at their desks, marking the different industries and occupations as they are located.	This can be correlated with a <u>Study of West Virginia</u> by Charles Ambler.

(cont.)

Display a large map of the state, using transparencies.

Students can mark the major industries of the state.

eg. Use Stars or Ribbons

Make a chart using information already available on jobs within the state, showing the skills needed to perform these jobs.

Use field trip information.

Appendix-B

in the states various cities and geographical areas.

Draw a picture showing the exercise of the different job skills needed in performing a certain occupation. Use small group activities to let each student explain to the class what his picture represents.

Take the students on field trips to various industries or businesses within the state.

Students should review filmstrips of jobs performed within

Example attached; see appendix A.

Resources

W.Va. Map Transparencies.

W.Va. Chamber of Commerce Information.

Filmstrips

Use filmstrips that pertain to the field

Have the students create displays depicting the industries of the state.

Students should be exposed to stories, tapes, and records related to work in the state. They can also develop a frieze from what has been covered.

businesses and industries visited.

Students can make murals, bulletin boards, posters, charts, exhibits, and friezes of the major industries in the state, showing the different occupations that are involved with each.

Arts and crafts techniques could be used to make model products such as those turned out by industries studied.

trip sites.

- e.g. 1. Banker
2. Businesses
3. Factory
4. etc.

Book:

Our Working World
S.R.A.

Materials:

paint
poster paper
paste
tacks
construction paper
and etc.

Filmstrip

West Virginia: A
Changing Land---
----McGraw Hill.

Slides

West Virginia: Set of
12 colored slides
showing history and
industry of the
mountain state.

Books

Wheeler, Billy Ed.
Song of a Woods Col
Droke House, 1969.

Sutton, Felix. West
Virginia. Coward-
McCann, 1968.

Caudill, Rebecca. My
Appalachia. Holt,
Rinehart, and Win-
ston, 1969.

Glenn, Max E. Appalac
in Transition.
Bethany Press, 1970

Roberts, Bruce and Nan
Where Time Stood
Still. Crowell-
Collier Press, 1970

Clarkson, Roy B. Tumu
on the Mountains.
McClain, 1964.

Price, Otis K. The
Allegheny Frontier.
University Press of
Kentucky, 1970.

Brooks, Maurice. The
Appalachians. Houg-
ton Mifflin, 1965.

RESOURCE

Information on the State

Chambers of Commerce
Huntington, W.Va.
Charleston, W.Va.
Wheeling, W.Va.
Bluefield, W.Va.

Pamphlet
Facts and Statistics of West Virginia

Area Development Departments
APPALACHIAN POWER COMPANY
Huntington, W. Va.
Charleston, W.VVa.

Chesapeake and Potomac Telephone Company
1101 6th Avenue
Huntington, West Virginia

Educational films available for school's use.
History of Telephone Company
Use of the Telephone
(Telephone equipment can be obtained on loan from the
C&P Telephone company.)

Department of Natural Resources
Charleston, W. Va.

Around the Mountain State

Huntington and Charleston
Newspaper Offices

Sam Clagg, West Virginia Conceptual Atlas, Rand Mc Nally and
Company, 1970

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

BLACK GOLD

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Four

Title: Black Gold

Behavioral Objective: To comprehend the vastness of our natural resources as related to the economic prosperity of the nation by focusing on the coal industry.

Procedures	Student Activity	Notes & Resources
Hold a class discussion on how many students have seen coal.	This is a simple responsive period in which the students could use general knowledge of a local nature.	Include all students in the class discussion.
Generate continued interaction by asking, "Does anyone in the class know someone who makes a living from mining?"	The response would depend upon the area in which the school is located.	This response could easily be correlated with economic aspects of the community that are related to the mining industry.
Initiate picture collections dealing with mines.	Students collect pictures of various types of mines and miners.	Correlate this with art class.
Move the class into a discussion of the pictures.	Discuss the performances of the occupations shown in the pictures.	Correlate this with English as the students tell what they see in each picture.

Students should make a class scrapbook.

Students do research on the locations of coal deposited.

Display maps on a bulletin board.

Class does research on coal, using small group approaches.

Students make a class scrapbook containing pictures of miners and mines.

Students do map work locating the areas of coal.

1. State
2. Nation

These maps could be displayed on bulletin boards, and one map of each type could be added to the scrapbook.

Members of the class do research on the different kinds of coal and how coal was first found in our state.

1. anthracite
2. bituminous

Students should list the types of occupations being performed in each picture.

Correlate this with social studies, showing the vast areas where supplies of coal are located.

The display of the students' maps will encourage them to be more accurate with facts and details.

This activity would be correlated with social studies.

Coal in West Virginia was discovered by John Peter Sally.

History of West Virginia

by Charles Ambler

Organize a panel discussion.

A write-up period should follow in which students summarize their research findings.

Schedule a classroom visit by a coal miner or a coal company official.

Students should hold panel discussions of their research results.

Students can write up panel reports to be added to the class scrapbook.

After the visit be sure to engage in class discussions of the points made by the

In locating the deposits of coal, the students could either use Encyclopedias or social studies textbooks. Correlate this with career awareness in the occupational research area.

Students should learn how to prepare for panel discussion and how to explain to other people the results of their research.

Correlate with English occupations such as writer and editor.

Perhaps there is a miner in the community who works the night shift who

resource persons.

Organize for
class discussion
the types of coal
mines.

Students do group
work on the different
types of mines:

1. research
2. draw a scale model

would come to class
and discuss coal
mining from a miner's
point of view. This
would be extremely
meaningful to the
students. It could
be possible to have
both a miner and a
coal official to visit
the classroom, thus
broadening the stu-
dents concept of the
mining industry.

Students do re-
search on the types
of mines and draw
a scale model for
each type of mine.

The four types of
mines are:

1. shaft
2. slope
3. drift
4. surface

Correlate this
with English and
math, also with art

Plan a field trip to a mine.

Students should visit a mine and see these operations that are available for them to observe.

and the occupation of the statistician.

It is doubtful if local mines would let students go underground, yet they can observe many of the outside operations of the mining industry such as the tippie and the loading operations. Perhaps the Beckley Exhibition Mine could be visited.

Hold class discussions of the field trip.

Students discuss the field trip focusing on the occupations the occupations they observed and the types of equipment they saw.

This discussion would depend upon the activities the students observed during the field trip.

Naming of occupations and equipment should be carried out.

Students name the occupations and equipment that they saw during the trip.

A list of each occupation should be added to the class scrapbook. Correlate

Teachers should have students write thank-you letters.

Initiate study of occupations within the mining industry. Students study the mining occupations, becoming familiar with the tools and equipment the miner uses in performing his job. The students should also become familiar with the different duties of the occupations in the mining industry.

Class writes thank you letter to the place they visited.

this with career awareness.

This could be correlated with English and connected with secretarial occupations.

Occupations that can be discussed are many, here is a random sampling:

1. machine operator
2. mine operator
3. electrician
4. safety engineer
5. motorman
6. driller
7. roof bolter
8. dumper
9. inspector
10. grader
(types of coal)
11. greaser
12. trackman
13. engineer
14. tippie operator
15. tippie mechanic
16. weigher
17. secretary
18. bookkeeper
19. salesman
20. auditor
21. time dispatcher
22. etc.

A scale model of a coal mine can be made by students. Students should utilize knowledge obtained from previous activities in creating the model.

This should be made according to a scale model. Teacher could use salt and flour mixture to make the model. Other students could make models of equipment.

All of this activity could be correlated with art and math. Related activities to career awareness could be engineering, designing, carpentering, mathematics, and etc.

Conduct a study of materials and by-products of coal. Students can do group research of the by-products of coal.

This could be done by using information from the American Coal Association and

Have students list by-products from coal discovered in their study.

Teacher initiates bulletin board project.

Students name the products made from coal.

Students make a bulletin board with a lump of coal being the focal point.

the West Virginia Coal Association.

This listing should be placed in the class scrap-book.

A lump of coal could be the focal point using ribbons to attach the by-products of coal. The by-products of coal could be correlated with science. Occupations correlated could be chemist and other scientific careers.

Occupations that can be discussed in conjunction with this unit:

1. machine runner
2. machine helper
3. mine operators
4. electrician

5. mechanic
6. motorman
7. brakeman
8. rock driller
9. car operator
10. roof bolters
11. coal driller
12. spragger
13. snapper
14. trackman
15. timberman
16. inspector
17. foreman
18. timekeeper
19. dumper
20. blacksmith
21. car dropper
22. car cleaner
23. car trimmer
24. bit sharpener
25. car repairman
26. greasers
27. sand dryers
28. slate picker
29. tipple mechanic
30. carpenter
31. mason
32. lamphouse
operator
33. hoist operator
34. weigher
35. bookkeeper
36. secretary
37. payroll clerk
38. union steward
39. dispatcher
(by whom
cargo is to
be shipped)
40. salesman
41. etc.

Vocabulary enrichment could be extensive in this area of study which would cover

a broad spectrum
of occupations
and general terms.

Classroom materials

1. paper
2. pencils
3. art paper
4. art supplies
 - a. brushes
 - b. finger paint
 - c. watercolors
5. filmstrip
projector
6. salt
7. flour
8. pan for mixture
9. blank maps
10. old magazines

Resources

Encyclopedias

Amber, Charles.
West Virginia
History.

Clagg, Sam.
West Virginia
Conceptual Atlas.
Rand McNally, 1970.

Markun, Patricia.
The First Book
of Mining.
Watts, 1959.

Filmstrips

Mining and In-
dustry-----
-----Coronet.

Natural Resources-
-----Coronet.

Maps
Eyegate filmstrip
42 H.

Materials from
American and
West Virginia
Coal Mining
Association.

SRA Occupational Brie:

51 Coal Miner
194 Metal Mining
Workers
207 Mining Engineers
198 Tool and Die
Makers
260 Surveyors
182 Statistical
Workers
292 Safety Engineers
184 Geologist
193 Diesel Mechanics
3 Electrical
Engineers
25 Electricians
16 Bookkeeping
Machine Operators
393 Union Business
Agents
252 Typists

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

RAINBOW OF COLOR

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Four

Title: Rainbow of Color

Behavioral Objective: To become aware of the glass industry in developing an awareness of and an appreciation for the industry's vocational techniques as related to existing jobs within the state.

Procedures	Student Activity	Notes and Resources
Introduction of this unit could involve discussion of a simple drinking glass.	Ask for a volunteer to bring a glass to school the next day.	
Continue the discussion of the drinking glass and its uses.	Students could list the obvious usages of a drinking glass.	<p>The students could make a list of the uses of glass.</p> <p>The teacher could put the list on the board so the students could copy it.</p>
Have students name the uses of glass.	Students could name the uses of glass and the major occupation associated with each.	<p>This could be an open ended type of discussion. The uses and occupations should be listed on the chalk board and copied down by students.</p>

Plan for classroom visitation of someone who is knowledgeable in the glass industry.

Students could write about the classroom visitation.

Allow for ample time for class discussion after the presentation.

Students could write a simple theme concerning the classroom visitation.

Correlate this with English, penmanship, and etc.

Some obvious answers would be:

1. Window glass-----
Construction
2. Automobile glass-
Transportation
3. Eyeglasses-----
Medical
4. Drinking glass---
Homemaking
Restaurant
5. Lightbulbs-----
Manufacturing
6. etc.

This could be correlated with English class. The teacher should stress the occupations as mentioned by the guest

Plan for field trip to a local industry.

Students should plan for a field trip to a local glass industry by noting the many different skills and occupations listed in books and other materials on glass.

Students observe and note the various phases of the job of producing glass products.

Class discussion of the field trip.

Students discuss the activities that they observed during the trip.

lecturer, and correlate activities with the secretarial work involved in theme writing.

Field trip should be planned for Pilgrim Glass Co.--Huntington, W.Va.; Rainbow Glass Co.--Huntington; or Blenko Glass Co.--Milton, W.Va.

Some of the activities or job careers should be:

1. mixer
2. blob blower
3. apprentice
4. stoker
5. cutter
6. baker
7. sorter
8. packer
9. examiner
10. pricer

Students write
thank-you note or
letter.

Class activity
could now center
around designing
junk glass into a
mural or other pro-
ject.

Class writes thank-
you letter to the place
they visited.

Students use junk
glass to make murals
or other creative art-
istic projects.

11. designer
12. mold maker
13. salesman
14. chemist
15. scientist
16. pipe fitter
17. etc.

Correlate this
with English and
office practices.

While on the field
trip to a glass plant,
the students or adult
leaders could visit
the scrapyard and
gather pieces of dis-
carded glass, getting
as many different
colors as possible.
They could in turn
let the students make
a mural or numerous
other items.

Materials Needed

1. broken glass
2. Elmer's glue
3. heavy cardboard
or beaver board

Correlate this with
art class.

Picture collection.

Class mural

Class collects pictures from old magazines showing different kinds of glassware as related to occupational activities involved in the products creation.

Students make a class mural from the picture collection.

Occupations that could be emphasized are:

1. artist
2. designer
3. layout person
4. interior decorator
5. draftsman
6. etc.

These should be collected from different magazines and newspapers.

Correlate this with art.

Occupations to be stressed are:

1. artist
2. designer
3. interior decorator
4. craftsman
5. etc.

Occupations to be discussed in this unit are:

1. carpenter
2. pipefitter
3. boilermaker

4. mixer
5. chemical engineer
6. chemist
7. apprentice
8. cutter
9. temperature specialist
10. examiner
11. pricer
12. designer
13. artist in residence
14. mold maker
15. salesman
16. interior decorator
17. secretary
18. bookkeeper
19. draftsman
20. packer
21. shipper
22. etc.

Classroom materials

pencil
paper
ruler
Elmer's glue
hammer
old magazines

Resource materials

Glass collected
from the scrapyards
of the glass plants.

Vocabulary

Vocabulary could
be extensive in this
unit of study. Some
of the more common
ones would be:

1. blown
2. pressed

3. molted
4. melted
5. weight
6. distance
7. packing
8. shipping
9. cherry wood
10. maple wood
11. pine chips
12. design
18. variation
14. color depth
15. consistency
16. temperature
17. blob
13. sand
19. gas
20. transportation
21. etc.

Resources:

Filmstrip

Glass Making in Colonial Days by Corning Glass Company.
(this is in the demonstration center)

SRA Occupational Brief

- 204 Ceramic Engineers
- 228 Ceramic Industry
Manufacturing
Workers
- 318 Chemical Technicians
- 40 Display Workers
- 327 Factory Inspectors
- 234 Gift Shop Owners
and Managers
- 174 Glass Manufacturing
Workers
- 109 Laborers
- 114 Manufacturing and
Wholesaler Salesman
- 178 Package Manufacturing
Workers
- 97 Purchasing Agents
- 352 Shipping Clerks
- 110 Warehouse Workers

Books:

Eberle, Irmengarde.
The New World of
Glass. Dodd, Mead
and Company, 1963.

Epstein, Sam and Bery
The First Book of
Glass. Watts, 1955

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

PROTECTIVE SERVICES PROVIDED BY OUR STATE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Four

Title: Protective Services Provided by Our State

Behavioral Objective: To do exploratory analysis of the many facets of protective services as provided by state governments.

Procedures	Student Activity	Notes & Resources
Start this unit by asking this question, "Who protects us as citizens?"	The students should be encouraged to answer "state police" after a free exchange of questions and answers.	
Conduct a classroom discussion of the role of the policeman as he performs his job.	Use pictures of policeman on the beat, as a desk sergeant, on traffic control, as motorcycle officer, a sheriff, and working in crime labs. Include the role of the policewoman.	<u>Resources</u> Magazines, paste, stick finish art paper, ink pad and blotter.
Discussion of various police jobs and their particular functions.	Students can predict how policeman would react to various situations: a. arrest b. ticketing c. murder d. mob control	

- e. assault
- f. accident
 - 1. car
 - 2. truck
 - 3. airplane
 - 4. motor cycle
 - 5. train
- g. gambling
 - 1. dice
 - 2. horses
- h. drugs

Utilize the concept: The policeman has responsibility to the community.

Teachers could use school patrol boys as an example on the child's level of a police type of activity.

Students discuss each role, and its importance to us as a protective service.

Students create and dramatize stories about policemen.

Role playing: Role play policeman helping lost child. (Students can create other role play situations.)

Patrol boys role play their duties.

Role play duties of police and F.B.I. agents as related to different vocational possibilities within the law enforcement

Individual students tell stories.

Individual students tell of different aspects of how policemen perform this role.

Individual students perform duties they would perform in a real life job situation as a law

ment field.

enforcement re-
presentative.

Have students
make a scrapbook.

Students use small
group approach in
beginning a scrapbook
to include relevant
data on protective
services.

Re-inforce the
concept: "There
are various jobs
employing the
policeman."

From research of fin-
ger printing let stu-
dents show how finger
prints are used for
identification purposes.
e.g. fingerprint every-
one in class.

Simple ink pad
and typing paper.
Students roll their
finger on ink pad
and then roll finger
on typing paper.

Vocabulary de-
velopment can be
correlated.

Student can formulate
a workable vocabulary
which pertains to law
enforcement agencies or
departments.

Students can re-
search and write-up
job descriptions
for protective ser-
vice workers.

List regulations for
law enforcement agencies.

- a. tests
- b. physical require-
ments
- c. personal charact-
eristics
- d. educational re-
quirements

Students collect pertinent data.

Children can enumerate occupational choices within the protective services.

Assign oral reports.

Move students into a consideration of the role of the protective services in our government.

Students gather information about regulations and qualifications, and discuss qualifications for various positions such as legal knowledge necessary for different jobs.

Individual research can be conducted on the different aspects of protective services as related to state government and to the welfare of the citizenry.

Student can explain the duties of the various personnel found within the protective service.

Discuss the role of a law enforcement agent in protecting the government.

Pamphlets from the different departments to be studied should be obtained.

These could be added to the group scrapbook.

These reports could be given either individually or by a panel discussion.

Individual re-
ports or panel
discussions could
be given.

Begin to plan
for classroom
interview with a
selected number of
law enforcement
people from dif-
ferent governmental
levels.

Invite resource
people in and con-
duct interviews.

Report on how each law
enforcement agency pro-
tects the government.

Class discusses var-
ious things that need
to be brought out during
the actual classroom
visitation of enforce-
ment persons.

Students send in-
vitations to prospective
resource people.

Interview state police-
men, F.B.I. agents,
sheriff and others in-
volved in the law en-
forcement agencies
which protect us and our
government.

Have agents talk about
job requirements.

Have agents explain
arrest procedure, book-

Students should
be encouraged to
ask questions that
are important to
them and their
interest in the
unit.

ing procedures, and
courtroom procedures.

Teacher should
lead discussion of
resource persons
visitation.

General classroom dis-
cussion of the resource
person and his comments.

Students could do
group or individual
work on the classroom
visitation such as doing
write ups of the visit,
including areas or
topics that are of
special interest.

All of this work
could be added to
the group scrap-
book.

Begin picture
collection.

Students collect and
share pictures of var-
ious law enforcement
agents in a dangerous or
threatening situations.

Current magazines,
newspapers in which
pictures and articles
are included.

Student volunteers
research and present to
the class statistics of
law enforcement officers
dying in the line of
duty.

Both the picture
collection and this
report could be
added to scrapbooks
after presentation.

Teacher initiates current events scrapbook.

Field trip to the State Police Center at Dunbar or State Police Crime Laboratory at South Charleston.

Current event scrapbook could portray state policemen as they perform their roles in carrying out their job.

Students to observe various state police agents at their specific jobs or training activities. Students list reasons for various training activities.

Explain different training demands of each job.

Observe special training components within training center and crime lab.

Discuss skills that need to be attained to do an effective job in the various areas.

Observe the practice of marksmanship on the target range.

Students should observe good manners and common courtesy while on the field trip.

These visits can be correlated with films on each area.

Visit:

Ballistics Laboratory
Identification Laboratory

Civil Disturbances

Blood Sampling

Espionage Techniques

Wire Tapping

Narcotics

Stolen Property

Interstate Traffic
within and between
states

Films may be ac-

quired from Super-

intendent of State

Police or F.B.I.,

Washington, D.C.

Class returns to
school and dis-
cusses field trip.

Students hold class-
room discussion of
things they observed
and saw during the
field trip.

Teachers assign
students to write
a theme on the
field trip
experiences.

Students to write up
their visual perceptions
and interpretations re-
sulting from the field
trip.

This could be
done on an indi-
vidual or group
basis and added
to the scrapbook
or put on the
bulletin board.
This could be
correlated with
English and
Science classes.

Implement role playing.

Role playing: Students practice some of the training activities observed in the field trip through role playing and dramatization.

This could be easily correlated with their Physical Education period.

Construction of a bulletin board:

Bulletin Board:
a. stages of training
b. pictures
c. student drawing
Suggest training act for patrol boys and girls within the class.

This activity can be easily correlated with Art.

Story writing:

Students real and fantasy stories about jobs they observed on the field trip.

This could be correlated with English and Spelling classes.

Class discussion of the economic and social values of the law enforcement agencies to the community.

Discuss the role of each law enforcement agency in the protection of economic interests.

Discuss ways in which each law enforcement agency generates a feeling of security in our

This could be done emphasizing the cost of crime and showing that certain crimes are on the increase.

community, state and nation.

Students do a show or write a description of the economic values which his family derives from having efficient law enforcement within the community.

Students could be encouraged to talk with business leaders of the community as to how they see police protection helping their business. This information would give students a frame of reference from which to draw conclusions as to valuable economic reasons for competent law enforcement.

Discuss others who help directly and indirectly in the efficient performance of protective services.

There are certain systems and auxiliary personnel that support the enforcement personnel in each law enforcement agency:

- a. lab technician
- b. data collectors

- c. data processors
- d. dispatchers
- e. clerical helpers

Show pictures of these various supporters at their jobs.

Develop job description of each supporter as it relates to a phase of protective service.

List qualifications for each of the supporting services (personal and academic).

Write stories about how these areas are supportive of the law enforcement agencies in our community.

Involve students in understanding how protective services can work in our school.

Write safety rules for the classroom and the school.

Formulate punishment for various infractions

May be obtained from pamphlets and booklets from Superintendent of State Police.

This activity could be related to English class.

With cooperation of the principal,

Help students
create a detective
problem in the
school or class-
room.

Aid students in
setting up crime
laboratory.

of school rules com-
mitted by students.
e.g. running in hall,
pushing other students.

Be a volunteer hall
policeman and note
types of activity being
performed by other
students.

Set up a situation
where the students will
do detective work.

- a. Keeping notes of
what they do.
- b. Talking with
other people.
- c. Examine facts.
- d. Reporting findings

Differentiate
between reporting,
squealing, and tattling.

Things to be in-
cluded:

1. finger printing
equipment

the students could
participate in
making a set of
school rules to
be carried on
within the school.

Observable in-
fractions of school
rules could be re-
ported to the class.

Role play different people within the police laboratory.

2. simple communicators
3. radio
4. walkie talkie
5. radio frequency
6. wanted posters
7. types of alarms
8. drivers license
9. mug shot of each student

Students should be familiar with each role and duty that they portray. Suggested list of roles are:

1. patrolman
2. motorcycle policeman
3. crime technician
4. radio dispatcher
5. policewoman
6. detective
7. crime investigator
8. narcotics investigator
9. juvenile officer
10. recorder and record keeper
11. secret service agent

Members of the class could assume the different roles as they relate to police work. Students could demonstrate their duties as they perform their individual role.

12. desk sargeant
13. vice squad
14. lab technician
15. artist

Have students
build bulletin
board.

Create a bulletin
board or large mural
showing the phases of
protective services at
work.

Correlate with
Art class.

Display:

Display equipment
used by protective
service people in their
daily work.
e.g. picture of guns,
hand cuffs, cars, siren,
night stick.

Other areas of
Protective Services
that could be stud-
ied in conjunction
with this unit are:

1. Fire Department
2. Saftey Procedure
3. Water Comsumptic
4. Sewage Disposal
Systems
5. F.B.I.

6. Health Standard.
for Public
Employees
7. Car Inspection
Agencies (laws)
8. Weights and
Measures (in-
spection service)
9. Coast Guard
10. Border Patrol
11. National Guard
12. Air Line
Marshalls
13. U.S. Marshalls
14. Driver Safety
15. Legal Aspects
 - a. Judges
 - b. Lawyers

Resources

paper

colored chalk

crayons

paints

soap

cardboard

aluminum foil

motors (simple)

bells

switch

ink

ink pad

newspapers

hammer

saw

nails

play dough

microscope

slides

test tubes

tape recorder

record player

film projector

filmstrip projector

camera

film

overhead projector

screen

walkie talkie

Other activities

that could be in-

corporated into

the unit.

wanted posters

construct model of
Police Station

dress model in
uniform

build a simple
radio

discuss radio
frequency

discuss policemen
around the world

show films on
drug abuse

show films on
traffic safety

car motor number
for identification
purposes

puppets

Canadian Mountie

British Bobbie

Books:

Sootin, Laura.
Let's Go To A
Police Station.
Putnam, 1957.

Williams, Barbara.
I Know A Mayor.
Putnam, 1967.

Williams, Barbara.
I Know A Fireman
Putnam, 1967.

Williams, Barbara.
I Know A Policeman.
Putnam, 1966.

Hyde, Wayne.
What Does A Secret
Service Agent Do?
Dodd, Mead & Co.,
1962.

Liston, Robert.
Your Career In Law
Enforcement.
Messner, 1967.

McCarty, Agnes.
Let's Go To Court.
Putnam, 1961.

Rosenfield, Bernard.
Let's Go To The F.I.
Putnam, 1960.

Filmstrips:

The Policeman

Materials:

Life Games

Community Helpers I

Community Helpers II

Records:

I Wish I Were,
Ed Record Catalog.

World of Work Series,
S.R.A.

Government Publication

What It's Like To Be
An F.B.I. Agent

Information Concerning
The Position of Special
Agent In The Federal
Bureau of Investigation

Jobs For Women In The
F.B.I.

Information Concerning
The Clerical and
Clerical-Skilled
Oriented Position In
The Federal Bureau
Of Investigation
United States Depart-
ment of Justice

How To Become A
Fingerprint Identifi-
cation Examiner
With The F.B.I.

F.B.I. Career
Opportunities

99 Facts About The F.B.I.
Questions and Answers

Know Your...F.B.I.
Federal Bureau of
Investigation, United
State Department
of Justice

The Story of The
Federal Bureau of
Investigation*

SRA Occupational
Briefs:

385 Criminologists
274 Detectives
55 F.B.I. Agents
297 Guards, Watch-
men, and Alarm
System Workers
9 Lawyers
300 Legal Secretaries
54 Police
107 Policewomen
252 Typists

*All government
publications are
in the Demonstration
Center of the Lin-
coln County Board
of Education

ED 059390

Volume V of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-O-71-682(361)

"Improving a Rural Area School Program with Expanded
Vocational Education Services by Utilizing
Comprehensive Career Orientation and
Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

VT:14732
Part 5 of 7

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Five

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

- I. Synopsis
- II. General Objectives
- III. Behavioral Objectives
- IV. Teaching Strategies
- V. Resource Materials
- VI. Correlation of Subjects Taught
- VII. Evaluation
- VIII. Random Sampling
- XI. Appendices
 - A. Field Trip Information
 - B. Suggested Field Trip
 - C. Suggested Parental Letter
 - D. Resource Bibliography
 - E. Teaching Units

A Suggested Resource Unit
for
Level Five
Career Awareness
Synopsis

The 5th level of career awareness is further investigation and interpretation of the work of family members as related to various occupations on the national scale.

Further development of positive attitudes and values which are appropriate to both personal growth and career choice should be encouraged, building on insights gained in preceding levels. Experiences should be expanded so that the awareness of occupational areas and occupational goals is enhanced. Instructional methods should build upon student interest, and the mental maturation of each student. These activities, due to fact that they focus on a national level should involve a larger scope and sequence than in the preceding grade levels.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.

4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To examine major industries and services within the United States as they relate to different geographic regions.
2. To recognize a pursuit of excellence in the arts and the preservation of our cultural heritage as it relates to Appalachia.
3. To analyze the structure of the monetary system.
4. To illustrate the many different types of skills and careers used through the multi-media of communication.

Teaching Strategies

The sixth level of the middle school should involve students in a wider scope of magnitude of learning experiences. The students' occupational study should begin to assume a national focus. From past learning experiences on the home, community, and state levels, the student should become familiar with the vocational elements that influence the inter-

dependence of the economy, growth and well being of the entire nation.

- I. The students in the middle school can become more involved in a project of greater magnitude by studying some type of business as it is performed on a national scale. Using a sequential learning approach, teaching strategies should help students to plot the geographic importance of the occupational patterns of the nation.

Teachers and counselors can help students find rewarding learning experiences in the richly varied and immensely challenging occupational world. There are many especially effective ways of implementing learning experiences through the utilization of a broad spectrum of occupational concepts.

The Kuder Preference Record names ten major interest areas. They are: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical.

- II. Interviewing is a good technique for students to gain information about certain job occupations. Students should be instructed by the teacher or counselor in the correct interviewing techniques, so that they not only obtain the desired information, but also so they do not waste the time of the person being interviewed.

When an interview program is being set up, the community can be surveyed through the yellow pages of the telephone directory so the appropriate resource persons for particular types of interviews can be arranged. This will insure correlation with the unit of work being undertaken by the students.

One of the best ways to prepare students for interviewing techniques is through role playing. The interviewer gets not only an idea of the types of questions he will ask and the kind of responses that he may receive, but also the student will get or obtain the feeling of how an actual interview should take place.

When the interviewing is being done by the fifth level of students, they should be able to understand the reasons a worker might oversell or undersell his field or occupation.

Teachers should make students aware that misinformation may result from an interview. The resource person or the interviewee may misunderstand the question, or he may not have the competency to answer the question correctly.

III. The various regions of the United States can be used effectively as an organizational pattern for an in-depth study of the major occupations as

they relate to the inter-dependence of the national economy. The in-depth study will probably need to be done more intensively than previous career awareness units students have done before due to its greater scope and magnitude, and because it will reinforce previous learning experiences done on a lesser scale.

There are many activities that can be incorporated into the units to create more interest and to make the learning experiences more varied.

Note: This is only a suggested list. Many more ideas or practical applications to the topic being undertaken by the students may be more meaningful to them. Only the classroom teacher can determine the right activity to use.

The suggested list is as follows:

1. Collect poems written about cities within the United States.
2. Collect poems written about geographic areas within the United States.
3. Collect and display pictures of state and national parks.
4. Write letters for information from chambers of commerce or from the different state capitols.
5. Make temperature charts for various areas or regions of the country.

6. Make an alphabet story for the unit.
7. Prepare different types of exhibits.
8. Watch newspapers and magazines for pictures, advertisements, or articles that could be correlated with the unit being studied.

V. The students should be able to master such skills as being able to locate important information concerning the topics being studied, learning to summarize materials, making comparisons, interpreting visual aids, and being able to present interesting and worthwhile reports.

VI. Group presentation of all materials gathered from the previous studies concerning career awareness.

1. Producing articles for newspaper
2. Written reports
3. Oral reports
4. Speeches
5. Plays
6. Panel discussions
7. Quiz programs
8. Dramas
9. Assemblies
10. Role playing

Note: This is only a suggested list for presentation of your in-depth study to the entire class

or student body. However, the creative teacher may use other ways of creating individual highlights to culminate the in-depth proposals.

- VII. Plan field trips which will focus on different geographic features. These should be planned with a foreward look to those businesses or companies that are especially known for interstate commerce that deals basically with other regions or areas of the United States.

Note: Consult with the staff to avoid repetition of previous trips, there-by producing continuity in the overall career awareness program.

- VIII. Appropriate films, filmstrips, slides, or movies should be used to show the different phases of careers outside the state.

- A. Films should be shown that have a relationship to the interests of the class.
- B. Follow up the study after each film with a focus on those aspects of career awareness of special interest to the students.
- C. Students should be encouraged to do individual interest areas of career and occupational awareness.

Resource Materials

- 1. Films
- 2. Records
- 3. Books
- 4. Magazines
- 5. Maps

6. Transparencies
7. Documentaries
8. Autobiographies
9. Art Supplies
10. Filmstrips
11. Tapes
12. Pamphlets
13. Pictures
14. Brochures
15. Slides
16. Bibliographies
17. Interview technique materials
18. Career files
19. Job application
20. Newspaper
21. Role playing techniques
22. Games
23. Research projects
24. Tests as Evaluation Units
25. Slide projector
26. Overhead projector
27. Tape recorder
28. Film projector
29. Opaque Projector
30. Filmstrip projector
31. Charts and graphs
32. Bulletin boards
33. Television
34. Radio
35. Easel
36. Flannel boards
37. etc.

Correlation of Subjects Taught

Social studies, reading textbooks, stories, and related units are areas which can easily be adapted to the study of other jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they are related in each subject of Career Awareness. The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship to the worker and to

the skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to the workers and to the different activities with which they are involved. Music and correlated activities such as records, tapes, slides, filmstrips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit, other information could be used for gaining deeper insights into the world of work. The effective teacher, by using games, songs, stories, records, poems, visiting personnel, tapes, career book lists, video tapes and overall discussions of information derived from different field trips can increase the student's awareness of the role they must perform to be effective citizens of society in the world of work tomorrow.

Evaluation Techniques

Evaluation within this unit should be a continuous process in which the classroom teacher can use several methods to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the student is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career awareness.
2. Observation of pupil participation in activities.
 - A. Materials brought to class
 - B. Participation in role playing
 - C. Oral questioning of students
 - D. Participation in group discussions
3. Responsibilities
 - A. Responsibilities students had when school started.
 - B. Responsibilities students now perform at the closing of school.
 - C. Occupations that students now can observe.
 - D. Occupations that students now can perform.
 - E. Pre and post testing.

Random Sampling
of
Occupations Which Could Be Studied In
Level Five

- | | |
|-----------------------|-------------------------|
| 1. Accountants | 45. Draftsman |
| 2. Actors | 46. Druggist |
| 3. Actress | 47. Dry Cleaning Worker |
| 4. Administrator | 48. Electrician |
| 5. Agronomist | 49. Electroplater |
| 6. Airplane Pilot | 50. Embalmer |
| 7. Anesthesist | 51. Engineer |
| 8. Announcer | 52. Farmer |
| 9. Anthropologist | 53. Fisherman |
| 10. Archaeologist | 54. Florist |
| 11. Artist | 55. Geologist |
| 12. Assembler | 56. Glazier |
| 13. Attorney | 57. Guard |
| 14. Baker | 58. Hotel Clerk |
| 15. Bank Clerk | 59. Household Worker |
| 16. Barber | 60. Inspector |
| 17. Beauty Operator | 61. Instructor |
| 18. Bellhop | 62. Interpreter |
| 19. Blacksmith | 63. Janitor |
| 20. Boiler Maker | 64. Jeweler |
| 21. Bookkeeper | 65. Laborer |
| 22. Book Editor | 66. Lather |
| 23. Bricklayer | 67. Lawyer |
| 24. Broker | 68. Lineman |
| 25. Bus Driver | 69. Mail Carrier |
| 26. Butcher | 70. Meat Cutter |
| 27. Buyers | 71. Mechanic |
| 28. Carpenter | 72. Merchant Seaman |
| 29. Cartoonist | 73. Miner |
| 30. Caseworker | 74. Millwright |
| 31. Cattleman | 75. Model |
| 32. Chef | 76. Musician |
| 33. City Manager | 77. Nurse |
| 34. Composer | 78. Oceanographer |
| 35. Counselor | 79. Orderly |
| 36. Court Reporter | 80. Painter |
| 37. Credit Collector | 81. Parking Attendant |
| 38. Detective | 82. Pattern Maker |
| 39. Delivery Salesman | 83. Policeman |
| 40. Demonstrator | 84. Policewoman |
| 41. Dental Assistant | 85. Postal Clerk |
| 42. Die Maker | 86. Programmer |
| 43. Display Worker | 87. Proofreader |
| 44. Diver | 88. Repairman |

- 89. Reporter
- 90. Restaurant Manager
- 91. Salesman
- 92. Scientist
- 93. Shoe Repairman
- 94. Singer
- 95. Stevedore
- 96. Tailor
- 97. Teacher
- 98. Teletypist
- 99. Travel Agent
- 100. Truck Driver
- 101. Typists
- 102. Veterinarian
- 103. Waiter
- 104. Waitresses
- 105. Welder
- 106. Watchman
- 107. X-Ray Technician
- 108. Zoologist

A P P E N D I C E S

Appendices

- A. Field Trip
- B. Suggested Parental Letter
- C. Resource Bibliography
- D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the class room.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community.
 - a. Home
 - b. School
 - c. Neighborhood
 - d. Local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
 - a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have
3. Make plans for transportation
 - a. What kind?
 - b. Who will provide it?
 - c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
 - a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion
2. Student committee should gather career information.
 - a. Kind of workers
 - b. Working conditions
 - c. Training of workers
 - d. Duties of workers

3. Safety precautions should be discussed.

4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Suggested Field Trips

The following are suggested places to visit in incorporating new awareness of career occupations within the surrounding areas which relates to the state.

1. WSAZ Television--Channel 3--Huntington Studios
2. WCHS Television--Channel 8--Charleston Studios
3. WHTN Television--Channel 13--Huntington Studios
4. West Virginia Arts and Crafts Fair--Ripley
5. Sunrise Gallery--Charleston
6. State Capitol Museum--Charleston
7. Stone Ground Meal Factory--St. Albans
8. Hamlin Floral--Hamlin
9. Chauncy's Greenhouse--Milton
10. Alum Creek Floral--Alum Creek
11. Building projects in the area
12. West Virginia Artists and Craftsman Guild--Huntington
13. Lincoln National Bank--Hamlin
14. First National Bank--West Hamlin
15. Huntington Galleries--Huntington

SUGGESTED LETTER TO PARENTS

Dear Mr. _____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

4. Would a field trip to your place of employment be beneficial at this grade level? _____

5. Would you serve as a field trip aide when we take field trips? _____
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

Resource Bibliography

Level Five

Career Awareness

Exemplary Project

Books

- Neal, Harry E. Money Masters. Messner, 1961.
- Rees, Elinor. At the Bank. Melmont, 1959.
- Rosenfield, Bernard. Let's Go to the U. S. Mint. Putman, 1960.
- Sarnoff, Paul. Wall Street Careers. Messner, 1968.
- Sootin, Laura. Let's Go to a Bank. Putnam, 1957.
- Williams, Barbara. I Know a Bank Teller. Putnam, 1968.
- Buchheimer, Naomi. Let's Go to a Television Station. Putnam, 1958.
- Gordon, George N. and Irving A. Falk. On the Spot Reporting. Messner, 1967.
- Hirschfield, Burt. Your Career in Theatre. Messner, 1963.
- Mergendahl, T. E. and Shaldon Ramsdell. What Does a Photographer Do? Dodd, Mead & Company, 1965.
- Parker, Bertha Morris. Ask the Weatherman. Row Peterson & Company, 1960.
- Simpson, Wilma W. About News and How It Travels. Melmont, 1961.
- Wilkinson, Ned and Jean. Come to Work with Us in a TV Station. Sextant, 1970.
- Wolfe, Louis. Let's Go to the Weather Station. Putnam, 1969.
- Zechlin, Katharina. Creative Enamelling and Jewelry Making. Sterling, 1969.
- Howard, Sylvia W. Tin Can Crafting. Sterling, 1970.

- Arvois, Edmond. Making Mosaics. Sterling, 1969.
- Anderson, Mildred. Paper Mache and How to Use It.
Sterling, 1965.
- Leavitt, Jerome E. Carpentry for Children. Sterling, 1959.
- Stein, Vivian. Batik As a Hobby. Sterling, 1969.
- Strose, Susanne. Coloring Papers. Sterling, 1968.
- Frankel, Lillian and Godfrey. Creating from Scrap. Sterling, 1962.
- Yates, Brock. Plastic Foam for Arts and Crafts. Sterling, 1965.
- Strose, Susanne. Potato Printing. Sterling, 1968.
- Janvier, Jacqueline. Felt Crafting. Sterling, 1970.
- Gruber, Elmar. Nail Sculpture. Sterling, 1968.
- Granit, Inga. Cardboard Crafting. Sterling, 1964.
- Istenstein, Harold. Creative Claywork. Sterling, 1971.
- Alkema, Chester Jay. Masks. Sterling, 1971.
- Ficarotta, Phyllis. Sewing Without a Pattern. Sterling, 1971.
- Birkner, Heinrich. Screen Printing. Sterling, 1971.
- Fournier, Robert L. Ceramic Creations. Sterling, 1971.
- Di Valentin, Maria and Louis. Practical Encyclopedia of Crafts. Sterling, 1970.
- Alkema, Chester Jay. Creative Paper Crafts in Color.
Sterling, 1971.
- Pesch, Imelda Manalo. Macrame--Creative Knotting.
Sterling, 1971.
- La Croix, Grethe. Creating with Beads. Sterling, 1971.
- Bressard, M. J. Creating with Burlap. Sterling, 1971.
- Janvier, Jacqueline. Felt Crafting. Sterling, 1971.
- Grol, Lini. Scissorscraft. Sterling, 1970.

Meriel-Bussy, Yves. Repoussage. Sterling, 1970.

Gruber Elmar. Metal and Wire Sculpture. Sterling, 1970.

Strose, Susanne. Candle Making. Sterling, 1971.

Strosø, Susanne. Making Paper Flowers. Sterling, 1970.

Hoppe, H. Whittling and Wood Carving. Sterling, 1971.

Whitzig, H. and G. E. Kuhn. Making Dolls. Sterling, 1971.

Ickis, Marguerite. Weaving As a Hobby. Sterling, 1970.

Petersen, Grete. Creative Leathercraft. Sterling, 1971.

Wood, Paul W. Stained Glass Crafting. Sterling, 1971.

Fisher, Leonard E. The Cabinetmakers. Watts, 1966.

Fisher, Leonard E. The Hatters. Watts, 1965.

Fisher, Leonard E. The Printers. Watts, 1965.

Fisher, Leonard E. The Papermakers. Watts, 1969.

Fisher, Leonard E. The Potters. Watts, 1965.

Fisher, Leonard E. The Schoolmasters. Watts, 1967.

Fisher, Leonard E. The Shoemakers. Watts, 1967.

Fisher, Leonard E. The Silversmiths. Watts, 1967.

Fisher, Leonard E. The Tanner. Watts, 1966.

Fisher, Leonard E. The Weavers. Watts, 1966.

Fisher, Leonard E. The Wigmakers. Watts, 1965.

Buchheimer, Naomi. Let's Go to the Telephone Company,
Putnam, 1958.

Compton, Grant. What Does A Veterinarian Do? Dodd, Mead
& Company, 1964.

De Camp, L. Sprague. Energy and Power. Golden

Dobrin, Norma. About Foresters. Melmont, 1962.

Goodspeed, J. M. Let's Go to a Dairy. Putnam, 1957.

Greene, Clara. Let's Meet the Chemist. Harvey House,
1966.

Green, Erma. Let's Go to a Steel Mill. Putnam, 1961.

Hyde, Wayne. What Does A Cowboy Do? Dodd, Mead & Company, 1963.

Landin, Les. About Cowboys Around the World. Melmont, 1963.

Neal, Harry Edward. Engineers Unlimited. Messner, 1964.

Webb, Robert. Magic of Steel and Oil. Grosset & Dunlap, 1965.

Wells, Robert. What Does an Astronaut Do? Dodd, Mead & Company, 1961.

Sootin, Laura. Let's Go to a Farm. Putnam, 1958.

Sootin, Laura. Let's Go to an Airport. Putnam, 1957.

Spencer, Lila. Exciting Careers for Home Economists. Messner, 1967.

Filmstrips

The Banker (96G)-----Eyegate

The Nature of Money (U17001)-----Eyegate

Services of a Bank (U17002)-----Eyegate

The Checking Account (U17003)-----Eyegate

Travels of a Check (U17004)-----Eyegate

Bank Balance (U17005)-----Eyegate

Federal Reserve System (U17006)-----Eyegate

The Story of Communication-----Eyegate

Transportation and Communication-----Eyegate

Pioneer Community-----Coronet

Maple Sugaring

Filmloops

The Blacksmith--Coronet, 1971. Super 8, Color. Grades 4-12.

Wool into Clothing--Coronet, 1971. Super 8, Color.
Grades 4-12.

Slides

Appalachian Crafts---Lincoln County Opportunity Company
Office of Economic Opportunity
Lincoln County Court House
Hamlin, West Virginia 25523

Film

Heart and Hands-----West Virginia Department of Commerce
Arts and Crafts Section
West Virginia State Capitol
Charleston, West Virginia 25305

SRA Occupational Briefs

46 Bank Officers
11 Bank Workers
16 Bookkeeping Machine Operators
12 Cashiers
91 Credit Collectors
322 Data Processing Machine Operators
328 File Clerks
297 Guards, Watchmen, and Alarm System Workers
276 Key Punch Operator
15 Messengers and Office Boys
154 Office Machine Servicemen
165 Securities Salesmen
252 Typists
62 Actors & Actresses
371 Advertising Account Executives
361 Advertising Copywriters
302 Broadcast Technicians
23 Carpenters
141 Cartoonists
35 Commercial and Industrial Photographers
24 Custom Tailors and Dressmakers
150 Dancers
25 Electricians
155 Electronic Technicians
142 Fashion Designers
329 Film Editor
257 Motion Picture Producers and Directors
279 Motion Picture Projectionists
295 Playwrights
280 Radio and Television Announcers
346 Radio-TV Service Technicians

347 Radio-TV Time Salesman
 216 Reporters
 399 Scriptwriters
 19 Secretaries and Stenographers
 309 Singers
 296 Disk Jockeys
 167 Models
 20 Telephone Operators
 81 Aerospace Industries Manufacturing Workers
 121 Aluminum Industry Workers
 82 Automobile Manufacturing Workers
 42 Cattlemen
 223 Cement Manufacturing Workers
 83 Clothing Manufacturing Workers
 45 Fur Farmers
 26 Fur Industry Workers
 163 Export and Import Workers
 43 Dairy Farmers
 49 Fishermen
 124 Furniture Manufacturing Workers
 173 Ice Cream Manufacturing Workers
 224 Industrial Chemical Manufacturing Workers
 176 Leather Manufacturing Workers
 105 Lumbermen
 53 Merchant Seamen
 225 Paint, Varnish and Lacquer Industry Workers
 129 Rubber Industry
 108 Shoe Manufacturing Industry Workers
 159 Textile Industry Workers

Teaching Units

- I. Individuality of Our Economic America
- II. Wonderful World As Seen Through Television
- III. Crafts of Appalachia
- IV. Wonderful World of Money

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it is by no means intended to dictate a precise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Five

INDIVIDUALITY OF OUR ECONOMIC AMERICA

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Individuality of our Economic America

Behavioral Objective: To examine major industries and services within the United States as they relate to different geographic regions.

Procedures	Student Activity	Notes & Resources
Initiate indepth project.	Students should become involved in an indepth project.	This indepth project should be on some phase or facet of an industry or business as performed within our nation or as it relates to the economic growth of the country.
The teacher suggests developing student scrapbooks.	Students make a scrapbook about their indepth project.	This could be done by using pictures from magazines, from literature secured from businesses and industries, or from old encyclopedias, and other books.
Creation of a scale model.	Students make a scale model of their indepth project, showing its interrelationships to other forms	This could be correlated with math class. Occupations that could be stressed are designer and

Class presentation of scale models.

Use sequence of transparencies to point out major geographic areas.

Students should write thank-you note to the bank in which they toured.

of economic growth and development.

Each student displays his scale model to the other members of the class explaining the operational functions of the models components.

Students should be able to comprehend the vastness of their in-depth project in terms of local, state and national interrelationships.

Select student committee to write class thank-you note.

engineer, as well as architecture.

This could be correlated with English class.

As the students point out these relationships, some kind of symbol should be used by each student to insure that the points made by various students can be differentiated

Correlate this activity with English and with secretarial occupations.

Hold class
interviews.

Invite people to
come to the class and
talk.

These people
should be those
who primarily make
a living working
for a concern
which does inter-
state business.

This could be
someone who works
in an industry
such as the rail-
road, drives a
tractor trailer
truck, or other
interstate type
of activity.

Hold class
discussion.

Allow plenty of
time for class discus-
sion of the person who
visits the class, and
his comments.

This class discus-
sion will allow stu-
dents to ask question
that are relevant to
some particular a-
spect of their in-
depth study or to
branch out into
other areas of
interest.

Make films or filmstrips available to students.

Initiate class discussion.

Discuss labor problems.

These could be shown as they relate to areas of individual study.

Free discussion concerning any audio-visual aid that is shown in class.

Discussion of overall labor problems as they relate to each individual's indepth project.

By showing audio-visual aids, the students will be more able to form concrete ideas about the world of work.

This will enable the students to develop a deeper preception of the meaning of the world of work. It will also make their indepth project more meaningful.

Many types of labor could be incorporated into this area. The students should be able to relate how the labor market in one section of the country affects another section.

Focus on
seasonal employ-
ment.

Students discuss how
seasonal employment
affects the indepth
project that they are
working on.

This would be
a particularly
relevant factor
to bring out if
someone is working
on an indepth pro-
ject concerning
agriculture or
the construction
industry.

Plan and take
students on a
field trip.

The field trip
should be to an industry
dealing heavily in
interstate business.

This field trip
should be planned
with a foreward
look to those busi-
nesses or companies
that are especially
known for interstate
commerce dealing
basically with other
regions or areas of
the United States.

Four suggested
places are:

Union Carbide &
Carbon, South
Charleston, W. Va.

International Nicke
Company, Huntington
W. Va.

Class discussion of field trip.

Students make geographical plots of different services performed by the occupation covered by indepth studies using maps and atlases.

Class discussion focuses on the types of occupations and different kinds of workers seen on the field trip.

As the students do research on their own indepth project, they will become familiar with other major types of occupations as related to the different areas of the United States.

American Car & Foundary, Huntington, W. Va.

Suco-Holland Industry, Huntington, W. Va.

Students may be able to correlate these with their indepth project.

Correlate this activity with social studies. Areas to do indepth study in are as follows:

1. North East
 - a. fishing
 - b. tourism
2. Middle Atlantic
 - a. manufacturing
 - b. farming
3. South East
 - a. citrus
 - b. flowers
 - c. tourism
 - d. farming
4. New England
 - a. fishing
 - b. clothing
 - c. tourism
5. Appalachian
 - a. mining
 - b. glass
 - c. chemical

6. Mid West
 - a. manufacturing
 - b. farming
7. South West
 - a. ranching
 - b. oil
 - c. industry
 - d. rice
8. Rocky Mountain
 - a. mining
 - b. skiing
 - c. tourism
 - d. timber
9. Pacific Coastal
 - a. fishing
 - b. lumber
 - c. manufacturing
 - d. airplane
10. Alaskan Plains
 - a. gold
 - b. oil
 - c. lumber
11. Hawaiian Area
 - a. pineapple
 - b. orchids
 - c. tourism

This is only a suggested list for each area of the United States.

There are many more things that can be added as the students become more familiar with work done on their indepth project.

Committee work.

Students select a committee to build audio-visual aids which will show various job opportunities as they relate to the individual indepth projects of each student.

For each section of the United States that is mentioned and for each major industry that the students come up with there should be an extensive list made of the occupations that could be related to that industry.

Some of the following are suggested ways for audio-visual aids to be made.

1. bulletin boards
2. charts
3. graphs
4. newspaper article
5. yearbook
6. travel folder
7. mural
8. posters
9. advertisement of article
10. television script
11. want ads
12. games (simulation)
13. radio broadcast

As the students do this work in the

preparation of audio visual aids the importance of class members being able to follow instruction and being able to work on their own should be stressed. Time schedule should be set so that the class members will know how long they have in preparing the audio-visual materials.

Some of the occupations that could be discussed as a result of the audio-visual aid creations are:

1. draftsman
2. advertising
3. account executive
4. aerospace engineer
5. agronomist
6. announcer
7. artist
8. architect
9. cartoonists
10. book editor
11. oceanographer
12. attorney

Industrial
brochures.

Students make broch-
ures concerning their
indepth project.

13. broadcasting
technician
14. broker
15. demonstrator
16. fashion designe
17. industrial
designer
18. interior designr
19. scene designer
20. economist
21. historian
22. hotel manager
23. marina worker
24. mechanical
engineer
25. model
26. mining engineer
27. merchant seamen
28. lithographer
29. photoengraver
30. printing pressm
31. longshoremen
32. stevedore
33. millwright
34. nuclear enginee
35. personnel worke
36. receptionists
37. switchboard
operators
38. reporters
39. scriptwriter
40. secretary
41. tailor
42. lumbermen
43. veterinarian
44. traffic manager
45. etc.

The brochures
would contain some
of the overall
characteristics of
the different types
of occupations as
they relate to the
indepth project.

The individual reports should contain the information that is mentioned in the notes and resources.

These should be broad in nature but the reports should contain some of the specific information contained in the notes

Other topics that should be included in the brochure are:

1. abilities
2. education
3. physical skills
 - a. running
 - b. jumping
 - c. walking
 - d. seeing
 - e. hearing
 - f. tasting
 - g. throwing
 - h. handling
 - i. etc.
4. working condition:
 - a. inside
 - b. outside
 - c. pleasant
 - d. unpleasant
 - e. dangerous
 - f. etc.
5. climatic factors
 - a. hot climate
 - b. wet climate
 - c. cold climate
 - d. dry climate
 - e. etc.
6. salary
7. opportunities for advancement
8. etc.

Specific information in the reports should include the following:

1. name of the industry
2. where it is located

and resources.

3. relief map with places marked off
4. raw materials use
5. places where the raw materials come from
6. these places marked off on a relief map
7. where are the products sent
8. how the products are sent
9. how many workers are in the industry
10. job titles for some of the workers
11. describe a typical day for the workers
12. overall interdependence of the industry to the welfare of people in general

Class discussion.

Class discussion of each report.

This way everyone in the class will have a broader overview of the concept of work as it relates to career awareness on a national basis.

Role playing.

As a culminating highlight every student could role play some facet of his own in-depth project.

This is one way in which to make learning more lasting, although other ways of highlighting a learning experience are just as effective

Due to the wide variety of topics and student interest it would be impossible to list all of the available resources that could be utilized in this type of project.

Indepth projects could be done in the following areas:

1. chemical industry
2. lumber industry
3. transportation industry
4. automobile industry
5. airplane industry
6. space industry
7. electrical industry
8. steel industry
9. textile industry
10. television industry

11. furniture industry
12. movie industry
13. ranching
14. farming
 - a. tobacco
 - b. cotton
 - c. dairy
 - d. grain
 - e. fruit
 - f. vegetables
15. mining
16. recreation
17. drug industry
18. fishing industry
19. photographic industry
20. petroleum industry
21. meat industry
22. ship building
23. quarrying industry
24. etc.

Resources

Encyclopedias

Information from
West Virginia Department of Labor

Information from
Employment Security Office

Writing different companies that the students want to do an indepth project on for information

Demonstration Center

Films on different topics.

Filmstrips on different topics and areas.

Slides and tapes
on different topics
and areas.

Magazine articles
on different topics
and areas.

All of these may be
checked out by the
teacher.

SRC Occupational Briefs

81 Aerospace Industries
Manufacturing Workers

121 Aluminum Industry
Workers

82 Automobile Manu-
facturing Workers

42 Cattlemen

223 Cement Manufactur-
ing Workers

83 Clothing Manu-
facturing Workers

45 Fur Farmers

26 Fur Industry
Workers

163 Export and Import
Workers

43 Dairy Farmers

49 Fishermen

124 Furniture Manu-
facturing Workers

173 Ice Cream Manu-
facturing Workers

224 Industrial Chemical
Manufacturing Workers

176 Leather Manu-
facturing Workers

105 Lumbermen

53 Merchant Seamen

225 Paint, Varnish and
Lacquer Industry
Workers

129 Rubber Industry

108 Shoe Manufacturing
Industry Workers

159 Textile Industry
Workers

Books:

Buchheimer, Naomi.
Let's Go To The
Telephone Company.
Putnam, 1958.

Compton, Grant.
What Does A Veteri-
narian Do? Dodd,
Meade & Company, 1964.

De Camp, L. Sprague.
Energy And Power.
Golden Press, 1962.

Dobrin, Norma.
About Foresters.
Melmont, 1962.

Goodspeed, J. M.
Let's Meet The Chemist.
Harvey House, 1966.

Green, Erma. Let's
Go To A Steel Mill.
Putnam, 1961.

Hyde, Wayne. What
Does A Cowboy Do?
Dodd, Mead & Company,
1963.

Landin, Les. About
Cowboys Around The
World. Melmont, 1963.

Neal, Harry Edward.
Engineers Unlimited.
Messner, 1964.

Webb, Robert. Magic
of Steel and Oil.
Grosset & Dunlap, 1965.

Wells, Robert. What
Does An Astronaut Do?
Dodd, Mead & Company,
1961.

Sootin, Laura. Let's
Go To A Farm. Putnam,
1958.

Sootin, Laura. Let's
Go To An Airport.
Putnam, 1957.

Spencer, Lila.
Exciting Careers For
Home Economists.
Messner, 1967.

LINCOLN COUNTY EXEMPLARY PROGRAM

III

VOCATIONAL EDUCATION

Elementary School Project

for

Level Five

WONDERFUL WORLD AS SEEN THROUGH TELEVISION

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Wonderful World As Seen Through Television.

Behavioral Objective: To illustrate the many different types of skills and careers used through the multi-media of communication.

Procedure	Student Activity	Notes & Resources
Ask students what is on television tonight.	From their responses ask them to watch a program and to be able to discuss it in class tomorrow.	This should be all of the stimulus needed to initiate the study of this unit.
Discuss the different aspects of the television shows that the students watched.	<p>Students could tell what parts of the show that appealed to them and what parts that did not appeal to them as an audience.</p> <ul style="list-style-type: none"> a. Comedy b. Drama c. Musical d. Commercials <p>Students will observe different skills used as they tour the television station.</p>	

Discuss the field trip.

Students could tell the many different things that they observed during the trip.

- a. classroom discussion
- b. oral reports

Students could collect pictures from magazines concerning the world of television.

These could be used as a focal point for classroom discussion as to the different types of occupations that could be associated with the television industry.

Life, Look, T.V. Guide, or any magazine that would have pictures or articles related to the industry.

Careers associated with the industry.

Students list careers that would be associated with the industry.

Many careers would be listed that the students observed during the field trip. Career information could be found in different encyclopedias. Careers could also be named from students watching television at home.

This is a listening of careers that the students should eventually come up with.

1. Producer
2. Sports
Announcer
3. Camerman
4. Technical
Director
5. Audio
Engineer
6. Scriptwriter
7. Lighting
Engineer
8. Chief Engineer
9. Film Editor
10. Program
Director
11. Station Manager
12. Music Director
13. News Director
14. Newscaster
15. Newswriter
16. Education
Director
17. Public Affairs
Director
18. Disk Jockey

19. Master of Ceremonies
20. Stage Manager
21. Floorman
22. Scenic Designer
23. Sound Effect Technician
24. Broadcast Technician
25. Development Engineer
26. Make-up Technician
27. Installer
28. Television Salesman
29. Television Repairman
30. Script Writer
31. Time Salesman
32. Commercial Layout Tech.
33. Business Management
34. Accountants
35. Typists
36. Stenographers
37. Clerks
38. Messengers
39. Ticket Manager
40. Schedule Manager

Discuss requirements for each occupation as it is related to the industry.

Role playing

Students could select different occupations within the television industry to do an expanded study. This should include the educational requirements, employment salary scale, and range of employment as it relates to career awareness.

Students role play different occupations that they have done extended research on explaining to class members the various requirements of their occupations and skills needed to perform effectively in the occupational world.

41. Meteorologist

42. Choreographer

This information could be gathered from a number of sources including encyclopedias, FCC pamphlets, and talking with different personnel during the field trip.

Who Am I Game

Increase student vocabulary from the field trip and an in-depth study of the different types of occupations.

After the oral reports have been given, students could guess Who Am I from the different occupations.

Students should have a workable knowledge of an expanded vocabulary. They could use these words in proper form both orally and written.

Suggested list of vocabulary words

1. air waves
2. quiz
3. panel
4. ham
5. drama
6. variety
7. comedian
8. comedy
9. advertiser
10. sponsor
11. transmit
12. credits
13. time segment
14. spot
15. air
16. mystery
17. musical
18. free lance
19. air frequencies
20. advertisement

21. cue cards
22. grip
23. boobtube
24. UHF
25. VHF
26. FCC
27. receiver
28. network
29. affiliate
station
30. projector
31. microphone
32. jack
33. broadcast
34. soap opera
35. documentary
36. boom
37. commercial
38. color
39. interruption
40. special
41. mike
42. job titles
43. sports special
44. parade
45. interference
46. on air
47. weather
48. directional
antenna

Commercials

Students can write and act out their own commercials for the production.

Make a mock television.

Paint the television set leaving an opening for the screen. Let each student perform his commercial as he would be seen on television. e.g. use large carton

Newscast.

Let students work in a group to perform a newscast.

49. Prime time and many more words or terms that can be incorporated into this unit of work.

Let the students make or use their own materials as this would encourage creativity and could be correlated with art, music and English.

This could also be video-taped for later playback to the students. (Use video tape equipment from Lincoln County Demonstration Center)

This could be up to minute news gained from

Should include the following:

1. International News
2. National News
3. State News
4. Local News
5. Commercials
6. Weather
7. Sports

After a trial run of the newscast, the teacher would have it video-taped and played back to the students.

Ask someone knowledgeable in the field to visit the classroom and talk to the students about the television industry and all of its phases as possible occupational fields.

Have different students do different parts of the newscast.

Free discussion of various aspects of producing a program.

readings of local or state happenings, or it could be a historical newscast based on some event or happening that the students are studying in another area. e.g. 1776

Different students should be responsible for different aspects of the newscast. e.g. time segments, types of news, areas of sports, commercials.

This could be a person from Marshall University (WMUL-TV) or from a local station.

Classroom discussion of visit.

This discussion could lead into broader learning activities such as producing a television program.

Create and portray a television program.

This program should include all the students within the classroom.

The type of program which the students want to present should be left to the classroom teacher and to the students. It is an unlimited field and only the imagination is the limit.

Different TV roles could be assumed by various students within the groups.

Students perform different roles as they prepare for their experience. e.g. station manager, announcer, program director, news director, sports director, meteorologist, business manager, film editor

Correlated activities that can be carried on within the classroom.

Group work.

Suggested types of activities.

Students work in different groups preparing for the activity, using different occupational skills which would be encountered in the communications industry.

Television Variety Show. e.g. This is only a suggested topic.

All of these activities should be done within the classroom. Ample time should be given to prepare and plan for the activity.

This should be the cumulative highlight of this unit.

Included within the program: Skits done by students which could be related to art, music, geography, math, history, and English with costumes being made by the students (Home Economics)

Commericals done by students could be related to the various subject matter courses in which they are taking

Newscasts could be related to the different subject matter courses espec current events.

spot commericals or advertising in- which prime time rate cost should be figured should be correlated with math.

Students should fig the cost of producing the show or activity.

Weather reports should be done by using maps to illust- rate geographic areas. Students should make make their own maps which could be correl- ated with social stud. and art.

Students plan for music to highlight the program. Such as coming on and going off the air. e. g. Walt Disney Productions uses the NUTCRACKER SUITE by Tschaikowsky. (Many other examples could be used.)

Students design the set using scenery and props which they have made in class.

Advertising should be done by the students informing other students when the production is going to take place.

e.g. This could be done in the form of posters on the large bulletin

Trial run of
the show.

Plan to video-
tape student
production.

Performances

Students should go
through some trail runs
of their show so that
they can work out any
problems that they may
encounter.

Video-tape the pro-
duction and play back
to the students so that
they see themselves as
others do when watching
television in realistic
situations.

May do a performance
for a P.T.A. meeting.

board, handouts
or announcement
on the school
intercommunication
system with the
students doing the
announcing.

The show should
be run precisely
on a time basis
as if it were on
actual television.

This would let
parents and other
supporters of the
school system see

types of learning activities that go on within the classroom.

Performance for other students.

This could be done with the cooperation of the elementary principal and other teachers who may be involved within the elementary school.

Token admission.

Small admission fee could be required for the privilege of attending the show. Sell tickets in advance, and have the seating for the audience organized prior to the performance time.

The selling of tickets in advance and having the seating charts plotted before each performance could involve the students in several math-oriented projects.

Discuss the use
of the proceeds
from the show.

Students could give
proceeds to a worthy
cause.

Suggest that
they give the
proceeds to a
worthy cause
such as the
Heart Fund or
The Cancer So-
ciety, or if
near a holiday
the students
can elect to
fix a fruit
basket and give
it to someone who
is sick or to
someone who is
needy in the com-
munity. This
could be cor-
related into the
social studies cur-
riculum.

Conduct a review
of the unit.

Review could be
either oral or in the
form of written reports.

Correlate with
other subjects.

Books

Buchheimer, Naomi.
Let's Go to a Tele-
vision Station.
Putnam, 1958.

Gordon, George N.
and Irving A. Falk.
On the Spot Reporting
Messner, 1967.

Gordon, George N.
and Irving A. Falk.
Your Career in TV
and Radio. Messner,
1967.

Hirschfield, Burt.
Your Career in
Theatre. Messner,
1963.

Mergendahl, T.E. and
Sheldon Ramsdell.
What Does A Photo-
grapher Do? Dodd,
Mead, & Company,
1965.

Parker, Bertha Morris.
Ask the Weatherman.
Row, Peterson & Company
1960.

Simpson, Willma W.
About News and How
It Travels. Melmont,
1961.

Wilkindon, Ned and
Jean. Come to Work
with Us in a TV
Station. Sextant,
1970.

Wolfe, Louis. Let's
Go to the Weather
Station. Putnam, 1969

(cont.)

Filmstrips

Eyegate
The Story of
Communication

McGraw Hill Company
Transportation and
Communication

Resource Materials

Pesbody Kit contains
walkie talkies

Careers in Television
National Association
of Broadcasters
1813 K Street N.W.
Washington, D.C. 20006

Electronics and
Electronic Materials
Allied Radio Corp.
100 N. Western Ave.
Chicago, Ill. 60680

Occupational Outlook
Handbook
United States Bureau
of Labor
pp. 665-674

SRA Occupational
Briefs

62 Actors & Actress
371 Advertising
Account Executives
361 Advertising
Copywriters
302 Broadcast Tech-
nicians
23 Carpenters
141 Cartoonists
35 Commercial and
Industrial Photo-
graphers

24 Custom Tailors
and Dressmakers
150 Dancers
25 Electricians
155 Electronic
Technicians
142 Fashion Designers
329 Film Editor
257 Motion Picture
Producers and
Directors
279 Motion Picture
Projectionists
295 Playwrights
280 Radio and Tele-
vision Announcer
346 Radio-TV
Service Technician
347 Radio-TV Time
Salesman
216 Reporters
399 Scriptwriters
19 Secretaries and
Stenographers
309 Singers
296 Disk Jockeys
167 Models
20 Telephone Operators

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Five

CRAFTS OF APPALACHIA

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Crafts of Appalachia

Behavioral Objective: To recognize a pursuit of excellence in the arts and the preservation of our cultural heritage as it relates to Appalachia.

Procedures	Student Activity	Notes and Resources
Discuss the question, "What is a craft?"	This should be answered by class discussion.	Answers will vary but it should eventually produce an answer of "something that is made by hand."
Discuss how many students can perform some type of craft.	Answered by class discussion.	Answers will vary.
Discuss the importance of crafts.	Answered by class discussion.	Answers will vary, but economics and a heritage of the past should be emphasized.
Do they know any one in the community that is noted for their craftsmanship?	The response to this item will vary according to the community or school district.	Names of the people the students mention should be placed in a notebook for future reference as the unit develops further.

Plan for bulletin board displaying crafts of Appalachia.

Write comments on bulletin board items.

Students could collect pictures from magazines to create the bulletin board.

Each picture that is placed on the bulletin board should have a written explanation included with it.

e.g. Mrs. Jones--Quilting
Mrs. Smith--Appalachian butter
Mr. Doe--Basket weaving

Correlate this activity with art.

The explanation should cover how the article is prepared and the tools and type of work involved in creating the article

e.g. Quilting

1. material
2. thread
3. pattern
4. scissors
5. needle
6. thimble
7. lining
8. batting

Occupations

1. designer
2. seamstress

3. cutter
4. lay out perso
5. etc.

Patch Work Skirt or Vest

1. material
2. thread
3. pattern
4. scissors
5. thimble
6. lining
7. buttons
8. etc.

Occupations

1. designer
2. seamstress
3. stylist
4. model
5. etc.

Arrange for
classroom visit-
ation by a resource
person.

Ask someone from the
area to visit the
class and explain their
craft.

Note: Suggest that the
person bring some of

Allow for ample
time for class
questioning of the
person.

	their work to the class and display it for the students.	
Suggest that the students plan a display of their crafts and arts.	The students could do this as a group or as an individual project.	Many items of Appalachia could be demonstrated here. This would be an excellent way to stimulate interest in the many crafts of Appalachia.
Plan a field trip.	Field trip to a place in which craft work is being done.	Coordinate the trip through the Lincoln Co. Opportunity Company Lincoln Co. Court House Hamlin, West Virginia Telephone 824-3448
Have students write thank you notes.	Students write thank you notes to the places that they visited.	Correlate this with English. Occupations to be discussed are writing, creative expression, etc.
Class discussion.	Free discussion of the activities that	As the students discuss the many

were observed during the field trip.

things they say during the field trip, bring out the different types of occupations that went into the development of each article.

Map work. Concentrations on Appalachia.

Students could mark on a blank map the Appalachian States as recognized by the federal government.

This activity would reveal to the students that their own state is in the heart of the Appalachian region and thus create an awareness of pride and prestige in the craft articles that are made by hand in Appalachia. Correlate this activity with Social Studies and Art.

Occupations to be stressed are as follows:

1. Designer
2. Painter

3. Engineer

4. Engraver

5. etc.

Class Research.

Research on the different craft items that have been handed down through several different generations of people.

This could be either done as a group project or on an individual basis. Correlate this with English and Social Studies.

Oral Reports.

Students give oral reports as a result of their research.

Correlate this with English.

There are many crafts of West Virginia or Appalachia that can be discussed within this unit. Perhaps many examples of them can be brought to class for demonstration.

This activity should be exploratory in nature with the students being urged to participate fully with hands on experience.

Teacher could initiate the students to start their own Arts and Craft Development Project in class.

The students could make art and craft products of their own choice, based on individual competencies.

Random sampling of the crafts that the students could produce on their own are:

1. lapidary
2. wagon replicas
3. wood turnings
4. woodcraft
5. hand-modeled
ceramics
6. primitive art
7. woodcarving
8. pyrography
9. liturgical
sculpture
10. quilts
11. stuffed toys
12. weaving
13. primitive
portraits
14. knitting
15. basket
making
16. dulcimers
17. needlework
18. rugs (weaved,
tacked)
19. wall hangings
of cloth
20. hammered pewter
21. cutlery
22. traditional
sewing

23. stone ground
meal
24. stoneware
pottery
25. cane seating
26. pottery
27. birdhouses
28. dried apple
dolls
29. applebutter
30. coal figurines
31. coal jewelry
32. oil painting
33. string
sculpture
34. hammered
dulcimers
35. mountain toys
36. nature plaques
37. china dolls
38. porcelain dolls
39. creative stitch
40. enameling
41. pewter spinning
42. white oak
baskets
43. Raggedy Ann do.
44. potpourri
45. wheel thrown
pottery
46. wire jewelry

47. hand cut coin jewelry
48. wood Christmas tree ornaments
49. corn shuck doll
50. corn shuck flower
51. spinning
52. relief wood carving
53. fly tying & lure making
54. vegetable dying
55. antique flowers
56. toleware
57. embroidery
58. jewelry boxes
59. leather work
60. pine cone wreath
61. black smithing
62. stained glass
63. stuffed animals
64. candle making
65. wind chimes
66. upholstering
67. beadwork
68. crocheting
69. rug weaving
70. crocheted afghan
71. dress making
72. molasses making

Set up student
Cooperative

Students study a model Arts & Crafts marketing organization (using Lincoln County Opportunity Company as a resource) and then develop their own class or school Art and Craft organization to market their products. Products could be displayed and sold at P. T. A. meetings, school carnivals or community meetings--occupational elements in this project would deal with the production, business marketing, administrative and financial aspects of occupations.

Note: Exemplary Project Co-ordinators and Lincoln County O.E.O. personnel can be

- 73. maple sugaring
- 74. etc.

Discuss use of native materials in Appalachian arts and crafts.

Many occupations can be stressed during the craft demonstration or research reports.

utilized to help design and set up the model craft organizational structure.

Discuss the fact that many of the items are made from native materials which are plentiful in the Appalachian area.

Many of these crafts would have overlapping occupations but several of them should be stressed.

Random sample of the native materials could be the follow.

1. corn husk flower
2. coal jewelry
3. relief wood car
4. wood Christmas tree ornaments
5. clay pottery
6. wood carving
7. bird woodcarving
8. white oak basket
9. seat weaving
10. etc.

Random sampling occupations to be stressed are:

1. designer
2. seamstress
3. artist
4. painter
5. wood lath man

6. sculptor both
in metals, clay
and wood.
7. carver
8. potter
9. weaver
10. spinner
11. florist
12. blacksmith
13. coppersmith
14. musician
15. carpenter
16. planer (lumber)
17. farmer
18. salesman
19. upholsterer
20. knitter
21. skilled labor
22. lay out person
23. display worker
24. draftsman
25. dressmakers
26. mechanic
27. interior decorator
28. jewelers
29. laborer
30. machine tool
operator
31. model

32. engraving
33. patternmakers
34. sheet-metal workers
35. tailor
36. welder
37. bookkeeper
38. typist
39. manager
40. co-op
41. delivery man
42. unskilled labor
43. etc.

Crafts of Appalachia are many and varied. They may be classified into different categories and into many different occupations. Yet, they are basically products which are made by hand using methods and tools which have been handed down from past generations. It is up to students to become aware of the broad spectrum of crafts so that they

understand how the heritage of the past links up with the present and future having a workable knowledge of the occupations of the past of yesteryear.

Resources

Books

Alkema, Chester Jay.
Masks. Sterling, 1968.

Ficarotta, Phyllis.
Sewing Without a Pattern. Sterling, 1968.

Birkner, Heinrich.
Screen Printing. Sterling, 1968.

Anderson, Mildred.
Paper Mache and How to Use It. Sterling, 1968.

Arvois, Edmond.
Making Mosaics. Sterling, 1969.

Di Valentin, Maria.
Practical Encyclopedia of Crafts. Sterling, 1970.

Frankel, Lillian and Godfrey.
Creating From Scrap. Sterling, 1962.

Fressard, M. J.
Creating With Burlap. Sterling, 1970.

Fournier, Robert L.
Ceramic Creations.
Sterling, 1971.

Granit, Inga.
Cardboard Crafting.
Sterling, 1964.

Grol, Lini.
Scissorscraft. Sterli
1970.

Gruber, Elmar.
Metal and Wire Sculptu
Sterling, 1969.

Gruber, Elmar.
Nail Sculpture.
Sterling, 1968.

Hoppe, H. Whittling
And Wood Carving.
Sterling, 1969.

Howard, Sylvia W.
Tin Can Crafting.
Sterling, 1964.

Ickis, Marguerite.
Weaving As A Hobby.
Sterling, 1968.

Isenstein, Harold.
Creative Claywork.
Sterling, 1960.

Janvier, Jacqueline.
Felt Crafting. Sterli
1970.

La Croix, Grethe.
Creating With Beads.
Sterling, 1969.

Leavitt, Jerome E.
Carpentry For Children
Sterling, 1959.

Meriel-Bussy, Yoes.
The Embossing Repousse
of Metal. Sterling,
1970.

Pesch, Imelda Manalo
Macrame. (Creative
Knotting). Sterling,
1970.

Peterson, Grete.
Creative Leathercraft
Sterling, 1960.

Stein, Vivian.
Batik As A Hobby.
Sterling, 1969.

Strose, Susanne.
Candlemaking. Sterling,
1968.

Strose, Susanne.
Coloring Papers.
Sterling, 1968.

Strose, Susanne.
Making Paper Flowers
Sterling, 1970.

Strose, Susanne.
Potato Printing.
Sterling, 1968.

Witzig, H. and G. E.
Kuhn. Making Dolls.
Sterling, 1969.

Wood, Paul W.
Stained Glass Craft
Sterling, 1971.

Yates, Brack.
Plastic Foam for Arts
And Crafts. Sterling,
1965.

Zechlin, Katharina.
Creative Enamelling
And Jewelry Making.
Sterling, 1965.

Fisher, Leonard E.
The Cabinetmakers.
Watts, 1966.

Fisher, Leonard E.
The Hatters. Watts, 1965

Fisher, Leonard E.
The Limners. Watts, 1965

Fisher, Leonard E.
The Papermakers. Watts,
1965.

Fisher, Leonard E.
The Printers. Watts, 196

Fisher, Leonard E.
The Potters. Watts, 196

Fisher, Leonard E.
The Schoolmasters. Watts
1967.

Fisher, Leonard E.
The Shoemakers. Watts,
1967.

Fisher, Leonard E.
The Silversmiths. Watts
1964.

Fisher, Leonard E.
The Tanner. Watts, 1965

Fisher, Leonard E.
The Weavers. Watts, 196

Fisher, Leonard E.
The Wigmakers. Watts,
1965.

Music (Records)

Instrumental Music of
the Southern Appalachians
Everest Records Produc-
tion TLP1007

Filmstrip

Maple Sugaring----

Crafts----Coronet

Film Loops

Wool Into Clothing---
Coronet

The Blacksmith---
Coronet

Film

Heart and Hands
West Virginia
Department of Commerce
Arts and Crafts
Section, State Capitol
Charleston, W. Va. 25

Slides

Office Economic
Opportunity (Lincoln
County Opportunity Co.
Lincoln County Court
House
Hamlin, W. Va. 25523

Sponsoring Agencies
for Crafts of Appala-
chia are:

West Virginia Depart-
ment of Agriculture
State Capitol
Charleston, W. Va.
25305

West Virginia Depart-
ment of Commerce
State Capitol
Charleston, W. Va.
25305

West Virginia Depart-
ment of Education
State Capitol
Charleston, W. Va.
25305

West Virginia Univer-
sity Extension Ser-
vice
State Capitol
Charleston, W. Va.
25305

West Virginia Department of Natural Resources, State Capitol, Charleston W. Va. 25305

West Virginia Artist and Craftsmen Guild Appalachian Craftsmen, 724 4th Ave. Huntington, W. Va. 25701

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Five

WONDERFUL WORLD OF MONEY

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Wonderful World of Money

Behavioral Objective: To analyze the structure of the monetary system.

Procedures	Student Activity	Notes & Resources
<p>This unit could be started out with two simple questions.</p> <ol style="list-style-type: none"> 1. How many of you students have some form of money on your person? 2. How many of you students have ever spent some form of money? <p>Ask general question of entire class as to how many of them would like to know more about our monetary system.</p>	<p>As the students raise their hands put the number down on the chalkboard.</p> <p>Same procedure for questions one and two.</p> <p>Put student response on the board.</p>	<p>Include all students within the class discussion.</p> <p>In fact, some students may wish to tell some ways in which they have earned money such as baby sitting, mowing lawns, delivering papers, and etc.</p>

Divide class
into groups.

Group activities
to focus on the
overall aspects
of our monetary
system.

Panel discus-
sions.

Functions money
performs.

Give each stu-
dent a certain
amount of money.

Groups could do the
following:

1. History of money
2. Definition of money
3. Kinds of money
4. Substitutes for
money
5. Value of money
6. Importance of banks

The groups could re-
port their findings to
the entire class using
panel techniques.

Class could be divi-
ded into four groups so
that they could become
active in pointing out
different functions that
money performs through
role play situations.

Students use play
money to simulate the
activities and to make
this a more meaningful
learning experience.

Encyclopedias

Panel should be
a free exchange of
information and
ideas with all
students involved.

Role play here
would create an
awareness of such
different aspects
of money use as
buying and selling.

Money Kit of
play money.

Divide the class into four groups so that each group can represent one of the four major functions that money performs.

The four groups should focus on money as:

1. Medium of exchange

This group could do activities such as trading or exchange of goods and services.

Creativity and initiate is the key note if these four groups are to perform well.

Correlate with social studies.

2. Standard of values

This group could do activities as understanding the total worth of an article in terms of their money's buying potential.

Correlate with math.

3. Storehouse of value

This group could be saving or keeping their articles or money for a time when it is needed.

Correlate this with social studies.

4. Standard of payment

Focus on where our money comes from and how it is made.

Generate further interest in money by discussing numismatics, the study or collection of coins, paper, and other forms of money.

Student research on different topics.

This group could be the borrowers but would have to pay back what they borrow plus interest.

Discuss the making of money at the United States Mint.

If any students in the class have a coin collection ask them to bring some or all of it to class and show it to the other students.

These topics should be related to the entire class.

1. National Bank (local)
2. State Bank

Correlate with math.

This could create interest in the different types of money that the United States uses today in comparison to yesterdays money.

e.g. silver dollar
barber dime
trade dollar
buffalo nickel
two cent piece

Use encyclopedias for source materials

Visit local bank to obtain data.

3. Federal Reserve System

4. Savings Banks

5. Trust Companies

Students create display on large wall map.

Students diagram flow of currency.

Invite resource speaker such as the local banker to come to the class.

Students could mark off the areas of the Federal Reserve System.

Students diagram how money travels from the United States Mint to a local bank.

Students plan for the visit of the resource person.

Students plan questions that they want to ask the resource person during the discussion period that will follow the presentation.

Correlate this with geography and history.

This could be done through the use of maps, consisting of National, State, and local areas. This could be correlated with social studies.

Emphasis should be on the different types of occupations that the resource person spoke of while visiting the class.

Write up
visitation.

Students write their
impressions of the
discussions and expla-
nations of the resource
person.

This activity
could easily be
correlated with
English, using
the theme approach.
Occupations used
could be many,
but should stress
writer, editor,
literary critic,
etc.

Plan field trip
to a local bank.

Visit local bank.
Students should be
encouraged to visit
its many different
areas and departments
and observe its various
activities.

Bank departments
which the students
should visit and
study are:

loan department
business department
saving's department
checking department
secretarial
bookkeepers
cashiers
tellers
bank vault
safety deposit boxes
different types of
business equipment
forms for doing
business
guards
safety devices
etc.

Classroom discussion and analysis of the field trip.

Discussion should focus on the field trip and the many types of activities that the students saw and observed.

Summary and analysis of field trip perceptions.

Students write down on the chalkboard all activities and different machines which were being used during their visit.

Correlate this with spelling.

Report writing.

Students could write a report relating their field trip experience.

Correlate this with English.

Plan and carry out simulated banking activities.

Student activities could be some of the following:

1. writing checks
2. filling out deposit slips
3. savings slip
4. savings account passbook
5. figuring interest on savings
 - a. daily
 - b. monthly
 - c. quarterly
 - d. yearly

Many of these materials (check books, deposit slips) can be obtained

from any local bank

All of the banking activities can be correlated with math.

Discuss reasons people borrow money.

Fill out loan payment books.

Emphasize necessity of keeping accurate records.

Preparing deposits.

6. compound interest on savings accounts
7. loaning money for personal reasons
8. forms of collateral
9. payment book
 - a. car payment
 - b. house payment
 - c. television payment

Discuss value of record keeping in class.

Some important points:

1. prevents duplicate payment of bills
2. for income tax purposes
3. planning a family budget
 - a. weekly
 - b. monthly
 - c. yearly

Sorting and preparing money for bank deposits.

- a. pennies
- b. nickels
- c. dimes

Importance of credit rating should be interwoven into this area.

Through the co-operation of the principal, the students guided by the teacher could count money from some school activity or from the hot lunch program.

From classroom discussion make sample budgets.

Encourage the students to start a savings account.

Students could learn to make their own personal budget as to the amount of time spent per activity and the amount of money that would be involved.

Plan and start a savings account if possible.

This activity would give the students pertinent information on how money is sorted and rolled. Students could also make up the deposit slips.

From this the students would learn to plan ahead. This should be done on a sound financial basis.

For educational purposes, most banks will lower their amount of mandatory deposit for starting a savings account.

This should be discussed with officials of the

Set up a model of a bank safety deposit box system.

Safety deposit boxes could be numbered.

bank before hand so that student planning and involvement can go along with the physical policy of the bank involved.

Use shoe boxes, rent them out for various time periods to different students.

Give students time to visit the boxes at planned intervals. Students would be at liberty to put articles into them such as scissors, glue, tape, paper, and etc.

Set up rules for depositing and withdrawal of items from safety deposit boxes.

Make forms to use in depositing and withdrawal of items.

Should the need arise for student to visit the safety deposit box, he could sign form similar to that

Compile list of banking occupations or careers.

Students list as many careers as possible that are connected to or related to the banking industry.

which the banks use. This would encourage the keeping of accurate records.

Certain students within the classroom could be elected to be in charge of the boxes.

Below is a partial listing. Most students can come up with a much better list.

Banking occupation as it relates toward becoming a cashier:

1. mail teller
2. savings teller
3. collection teller
4. assistant head teller
5. head teller
6. assistant cashier
7. cashier

Banking occupation as related to clerical positions:

1. sorting clerk
2. account analyst
3. machine operator
4. clearing house clerk
5. assistant transit department
6. manager transit department

Banking occupations

as related to the
area of bookkeeping:

1. machine operator
2. audit clerk
3. bookkeeper
4. assistant book-keeper
5. accounting clerk
6. balance clerk
7. payroll clerk
8. supervisor

Banking occupations

related to Data

Processing Positions:

1. sorting machine operator
2. keypunch operator
3. verifier operator
4. programmer
5. supervisor of computer operation

Banking occupations

as related to secre-
tarial positions:

1. typewriter operator
2. clerk-typist
3. typist
4. stenographer
5. administrative secretary

Indepth study.

Students could do indepth study as to the requirements for the different occupations.

1. education
2. salary scale
3. job description
4. etc.

Role playing.

Different students could role play different occupations with other students guessing "Who am I?"

Prepare bulletin board.

Students could make an attractive bulletin board showing the many phases of banking as related to the world of work.

This could easily be correlated with art.

Classroom Resources

pencils
paper
tape (scotch)
tape (masking)
money kit
encyclopedia
magazines
checkbooks
deposit slips
savings books
coin wrappers
shoe boxes

Resource Materials

The Story of Checks

Federal Reserve
Bank of New York,
New York, (free).

Your Money Supply

Federal Reserve
Bank of St. Louis,
St. Louis, Missouri,
(free).

Money, Master or Servant

Federal Reserve
Bank of Atlanta,
Georgia, (free).

Fundamental Facts

About U.S. Money

Federal Reserve
Bank of Atlanta,
Atlanta, Georgia.

Filmstrips:

Eyegate Series

96G The Banker

U17001 The Nature
of Money

U17002 Services of
a Bank

U17003 The Checking
Account

U17004 Travel of a
Check

U17005 Bank Balance

U17006 Federal Reserve
System

Banking Kit by
Wollensak

Free materials from:

American Bankers
Association

90 Part Avenue
New York, N. Y. 10016

SRA Occupational Briefs

46 bank officers
11 bank workers
16 bookkeeping machine
operators
12 cashiers
91 credit collectors
322 data processing
machine operators
328 file clerks
297 guards, watchmen,
and alarm system
workers
276 key punch operators
15 messengers and
office boys
154 office machine
servicemen
165 securities salesmer
252 typists

Books:

Neal, Harry E.
Money Masters.
Messner, 1961.

Rees, Elinor.
At The Bank.
Melmont, 1959.

Rosenfield, Bernard.
Let's Go To The U.S.
Mint. Putnam, 1960.

Sarnoff, Paul.
Wall Street Careers.
Messner, 1968.

Sootin, Laura.
Let's Go To A Bank.
Putnam, 1957.

Williams, Barbara.
I Know A Bank Teller.
Putnam, 1968.

ED 059390

Volume VI of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-682(361)

"Improving a Rural Area School Program with Expanded
Vocational Education Services by Utilizing
Comprehensive Career Orientation and
Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

- I. Synopsis
- II. General Objectives
- III. Behavioral Objectives
- IV. Teaching Strategies
- V. Correlation of Subjects
- VI. Evaluation
- VII. Resource Materials
- VIII. Various Occupations
- IX. Appendices
 - A. Field Trip Information
 - B. Suggested Field Trip
 - C. Suggested Parental Letter
 - D. Resource Bibliography
 - E. Teaching Units

A Suggestive Resource Unit

for

Level Six

Career Awareness

Synopsis

The sixth level of career awareness in the middle school is a continuation of investigation, interpretation, and basic experiences related to ideas, concepts, and values concerning individual awareness of the world of work on a world, economic, and social scale.

Instruction and experiences should be based on a realistic overview of socio-economic factors so that individual goals, ambitions and desires can be met in a valid context.

Those activities which demand involvement of the students are encouraged so that students may be helped to develop a positive self concept in relation to the many and varied roles that lie within the framework of economic and social systems.

Mental maturation toward each individual activity should be analyzed so that total participation of all students can be based on an individual approach that will insure meaningful learning for all participants. Hopefully, the eventual result will be an evolution of insight from an understanding of how one segment of a world economy functions, to an awareness of the interrelatedness of national economics.

All activities on level six should involve a larger scope and sequence than in any of the preceding grade levels

and should involve activities concerning a world orientation to career awareness. Activities should seek to emphasize the worth of the individual in any economic system so long as he performs occupational services which demonstrate the dignity of man by contributing to the total benefit of society.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and to encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To display knowledge of the different job roles as

- they pertain to a career in the postal services.
2. To evaluate the many careers as they relate to an occupational vacation of the world in relationship to career awareness.
 3. To utilize knowledge form world cultures as it relates to the social strata of our own country, state and community.
 4. To synthesize the multi-news medium into a workable newspaper operation.

Teaching Strategies

- I. The individual student should become involved in an indepth project dealing with a facet of world industry or business.
 - A. Individual students could make a scrapbook of their indepth project.
 - B. Workable models of some phase of business or industry as they relate to the project could be created.
 - C. A structured dramatization by the entire class, dealing with business industries or occupations on a world level could be given.
- II. Use a sequence of transparencies to point out major geographic areas.
 - A. Students immediate environment.
 - B. Local Areas
 - C. State Areas

D. United States Area

E. World Areas

Note: Different kinds of symbols should be used to identify different areas of career awareness as they relate to students interest.

III. Organize series of travel brochures and posters portraying the countries that are going to be reviewed for indepth economic factors.

A. Songs

B. Dances

C. Costumes

D. Customs

E. Native foods

Note: All of this should be done with all students working closely together.

IV. Organize series of transparencies depicting the locations, shapes, and topographic formations of the country.

A. Include Symbols for major occupations and main resources.

B. Develop transportation networks showing how the countries of the world are interrelated and dependent upon each other.

V. Organize pen pal exchange for all students in the class.

A. Each student should have a pen pal from a different country in the world.

B. An exchange of information with the pen pal as to education, backgrounds, and skills needed for job security in their country.

VI. A committee selected by the students will construct audio-visual aids which will show job techniques in various areas of the world.

- A. Bulletin boards
- B. Charts
- C. Graphs
- D. Newspaper
- E. Yearbook
- F. Murals
- G. Posters
- H. Newspaper advertisement
- I. Television scripts
- J. Movie plots
- K. Games
- L. Radio broadcast

Note: This can be done effectively in a number of ways. Skills should be stressed which are needed to upgrade the worker so that he can obtain better positions in employment as his knowledge in career awareness increases. The dignity of man irregardless of his occupational position should always be stressed as he performs a useful role in the overall development of society.

VII. Students should be able to compare the international aspects of the world of work as related to their own area or vicinity.

- A. Economic trends
- B. Labor problems
- C. Transportation
- D. Geographic features

Note: The following is only a suggested manner in which this can be accomplished. Perhaps one useful method of implementing this would be to study the economic impact of imports upon our daily lives.

VIII. Group presentation of materials and information gathered from the other countries of the world as related to career occupation.

- 1. Producing articles for a newspaper
- 2. Written reports
- 3. Speeches
- 4. Oral reports
- 5. Plays
- 6. Panel discussions
- 7. Debates
- 8. Quiz program
- 9. Dramas
- 10. Assemblies
 - a. Presentations to school student body.
 - b. Presentations to local civic groups.

11. Role playing

- A. Using costumes which are native to countries involved, demonstrate the dignity of man as he performs various job skills.
- B. Note: This is only a suggested means of implementing various strategies. However, teachers may use any number of other strategies to create individual involvement in indepth work related to career occupations of other countries.

IX. Plan field trips to various business establishments that deal exclusively with international customs, services, and products.

- A. Mexican Restaurant
- B. Chinese restaurant
- C. Italian restaurant
- D. Italian delicatessen

Note: This is only a suggested reference to serve as a guideline in illustrating decoration, food, and customs. As an extra attraction the students may serve an afternoon tea or lunch using products from a particular country or region of the world.

This could be done by students to illustrate the total involvement of a particular country or region as it relates to world trade.

Other methodologies can be used effectively by teachers to inspire students to reach the desired objectives of the unit.

X. Outside speakers may be used to point out realistic working and living conditions of a country.

A. Experienced travelers

B. Foreign exchange students from Marshall University, West Virginia State College and Morris Harvey College.

XI. Students should be able to select one occupational area in which they show an aptitude and an interest.

A. Goals set should focus on the methods of obtaining skills needed in relationship to the occupational market.

B. Collecting occupational information requirements

1. Skills needed

2. Working regions or areas

3. Living conditions

4. Economy of the country

Note: Evaluation of the above should be made before any job is to be considered by the individual as related to his goals for becoming a productive member of the world of work.

C. After evaluation of collected materials and information, individual insights of the person

should enable him to start preparation for the type of employment he considers as a career.

1. Analysis should be used extensively in this phase of individual development.
2. Job interviews
3. Salaries
4. Working conditions
5. Advancement procedures
6. Growth of the company, industry, or corporation
7. Security to the individual by being in this type of employment.

XII. Appropriate films, filmstrips, slides, or movies showing different phases of careers in other countries.

- A. Films, filmstrips or other audio-visual aids should be selected upon the interest of the students as to the countries involved.
- B. Follow up study of each audio-visual aid with the possibility of growth in some aspect of career awareness.
- C. Students should be encouraged to do individual research projects concerning different types of careers as they relate to the interdependence of economic development.

XIII. Individual students should be able to compile scrap-

books concerning the major requirements of some of the different occupations as they relate to values, characteristics and attitudes connected with different types of career awareness.

Note: Many different aspects should be considered in the overall picture of job and occupational readiness.

- A. Abilities needed
- B. Educational Training
 - 1. Elementary
 - 2. Secondary
 - 3. Vocational
 - 4. Post-secondary Technical Training
 - 5. College
- C. Physical skills
 - 1. Manual dexterity
 - 2. Motor
- D. Mental skills
 - 1. Trainability
 - 2. Communication skills
- E. Sensory Preception
 - 1. Sight
 - 2. Hearing
- F. Working conditions as they relate to the individuals suitability for a particular area of career involvement.
 - 1. Inside
 - 2. Outside

3. Physical Demands

4. Aptitude

5. Hazards

Importance of different types of occupations as related to the inter-dependence of nations in career awareness

1. National priorities

2. Self satisfaction in the economic well being of a nation

3. National improts as related to the economic well being of a nation

4. The overall effects that nations have upon each other through their monetary policies.

Note: This would be an excellent place to analyze the federal system of banking as it relates to the monetary growth of the countries of the world. An outgrowth of this could perhaps be a visit to a local bank with a simulated classroom project being developed. Each individual student should be encouraged to open a savings account so that any classroom activity concerning the Federal Reserve System would be mor emeaningful.

Another outgrowth could perhaps be the visiting of a stock broker from Charleston or from Huntington or the surrounding areas to discuss how stocks are bought and sold. An interesting project could be the raising of classroom funds through various types of occupational endeavors and application of all profits toward the buying of common stocks of some foreign company, and thus making the study of international job descriptions, careers and goals more meaningful to the classroom student.

XIV. To be able to describe various types of employment as related to the geographical location of the country.

- A. Cold Climate
- B. Hot Climate
- C. Wet Climate
- D. Dry Climate

Note: Classroom discussion as to why students feel that a similar occupation may be different in one country than it is another country. e.g. Egypt in comparison to Norway.

Correlation of Subjects Taught

Social studies, reading textbooks, stories, and related units are areas which can easily be adapted to the study of other jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they are related in each subject of career awareness. The language arts program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship to the worker and to the skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to the workers and to the different activities with which they are involved. Music and correlated activities such as records, tapes, slides, filmstrips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit, other information could be used for gaining deeper insights into the world of work. The effective teacher, by using games, songs, stories, video tapes and overall discussions of information derived from different field trips can increase the student's awareness of the role they must perform to be effective citizens of society in the world of work tomorrow.

Evaluation Techniques

Evaluation within this unit should be a continuous process in which the classroom teacher can use several methods

to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the student is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Evaluation that is continuous on a daily basis gives more insights and deeper meanings to the learning processes of the individual student. Continuous evaluation offers more feedback to the teacher in determining if the objectives are being obtained and if not, what steps to take or methods to change to insure that the objectives for the overall area can be obtained by each individual student.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career awareness.
2. Observation of pupil participation in activities
 - A. Materials brought to class
 - B. Participation in role playing
 - C. Oral questioning of students
 - D. Participation in group discussions
3. Responsibilities
 - A. Responsibilities students had when school started.
 - B. Responsibilities students now perform at the closing of school.
 - C. Occupations that students now can observe.
 - D. Occupations that students now can perform.
 - E. Pre and post testing
4. Intellectual Growth
 - A. Maturation of the student at the beginning of the year and at the end of the year in terms of career awareness.
 - B. Attitude and development change in each student should be easily recognized.

Resource Materials

1. Films
2. Records
3. Books
4. Magazines
5. Maps
6. Transparencies
7. Documentaries
8. Autobiographies
9. Art Supplies
10. Film Strips
11. Tapes
12. Pamphlets
13. Pictures
14. Brochures
15. Slides
16. Bibliographies
17. Interview technique materials
18. Career Files
19. Job application materials
20. Newspaper
21. Role playing techniques
22. Games
23. Research projects
24. Tests
25. Slide projector
26. Overhead projector
27. Film projector
28. Tape Recorder
29. Opaque projector
30. Filmstrip projector
31. Charts and graphs
32. Bulletin boards
33. Television
34. Radio
35. Easel
36. Flannel boards

Various Occupations Which Could
Be Studied In
Level Six

- | | |
|----------------------|------------------------------|
| 1. Secretary | 26. Plumber |
| 2. Guitarist | 27. Miner |
| 3. Actor | 28. Dentist |
| 4. Astronaut | 29. Brick mason |
| 5. Doctor | 30. Bookkeeper |
| 6. Lawyer | 31. Truck driver |
| 7. Minister | 32. Janitor |
| 8. Painter | 33. Homemaker |
| 9. Carpenter | 34. Radio repairman |
| 10. Pilot | 35. Television repairman |
| 11. Lifeguard | 36. Salesman |
| 12. Nurse | 37. Farmer |
| 13. Babysitter | 38. Heavy equipment operator |
| 14. Mechanic | 39. Fireman |
| 15. Policeman | 40. Lumberman |
| 16. Race car driver | 41. Motel Clerk |
| 17. School principal | 42. Barber |
| 18. Teacher | 43. Florist |
| 19. Golfer | 44. Photographer |
| 20. Cook | 45. Banker |
| 21. Watchmaker | 46. Chemist |
| 22. Engineer | 47. Stewardess |
| 23. Tool Designer | 48. meat cutter |
| 24. Electrician | 49. Fashion designer |
| 25. Welder | 50. Seamstress |

1

A P P E N D I C E S

Appendices

- A. Field Trip
- B. Suggested Parental Letter
- C. Resource Bibliography
- D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the class room.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community.
 - a. Home
 - b. School
 - c. Neighborhood
 - d. Local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
 - a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have
3. Make plans for transportation
 - a. What kind?
 - b. Who will provide it?
 - c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
 - a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion
2. Student committee should gather career information.
 - a. Kind of workers
 - b. Working conditions
 - c. Training of workers
 - d. Duties of workers

3. Safety precautions should be discussed.

4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Suggested Field Trips

The following are suggested places to visit in incorporating new awareness of career occupations within the surrounding areas in relation to the topics which are being covered in this grade level.

1. United States Postal Service--Charleston
2. United States Postal Service--Huntington
3. United States Postal Service--Logan
4. Logan Banner--Logan
5. Herald Dispatch--Huntington
6. Charleston Gazette--Charleston
7. Lincoln Publishing Company--Hamlin
8. Kenny Music Company--Huntington
9. Kenny Music Company--Logan
10. Galprin Music Company--Charleston
11. Gorbies Music Company--South Charleston
12. Guthrie-Beam Music Company--Charleston
13. Blow Your Flute--Charleston
14. Marshall University Music Department--Huntington
15. Morris Harvey College Music Department--Charleston
16. West Virginia State College Music Department--Institute
17. Travel Rama Travel Agency Incorporated--Charleston
18. Charleston National Travel Service--Charleston
19. AA World Wide Travel Service--Charleston
20. Travel Incorporated--Huntington

SUGGESTED LETTER TO PARENTS

Dear Mr. _____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

4. Would a field trip to your place of employment be beneficial at this grade level? _____

5. Would you serve as a field trip aide when we take field trips? _____
6. Would you share as a classroom consultant in relating skills and occupations you use?
yes no

Sincerely

Resource Bibliography

Level Six

Career Awareness

Exemplary Project

Books

- Colonus, Lillian, and Glenn W. Schroeder. At the Post Office. Melmont, 1954.
- Buchheimer, Naomi. Let's Go to a Post Office. Putnam, 1964.
- Greene, Clara. Let's Learn about the Orchestra. Harvey House, 1967.
- Hurd, Michael. Soldiers' Songs and Marches. Walck, 1966.
- Ward, John Owen. Careers in Music. Walck, 1968.
- Willson, Robina B. Musical Instruments. Walck, 1966.
- Young, Patricia. Great Performers. Walck, 1967.
- Cochrane, Joanna. Let's Go to the United Nations Headquarters. Putnam, 1958.
- Landin, Les. About Policemen around the World. Melmont, 1964.
- Chace, Haile. About the Captain of a Ship. Melmont, 1962.
- Cohn, Angelo. Careers with Foreign Languages. Walck, 1963.
- Dietrich, Fred and Seymour Reit. Wheels, Sails and Wings--The Story of Transportation. Golden Press, 1961.
- Feurlight, Roberta. Let's Go To A World's Fair. Putnam, 1964.
- Latham, Jean Lee. Trail Blazer of the Seas. Houghton Mifflin, 1956.

Lattin, Gerald W. Careers in Hotel and Restaurants.
Walck, 1967.

Nathan, Raymond, Careers in Airline Operations. Walck,
1964.

Neal, Harry E. Your Career in Aviation. Messner, 1966.

Donohue, Jody. Your Career in Public Relations. Mes-
sner, 1967.

Sootin, Laura. Let's Go to a Newspaper. Putnam, 1956.

SRA Occupational Briefs

18 Postal Clerks
390 Federal Government Inspectors and Examiners
57 Long Distance Truck and Bus Drivers
263 Mail Carriers
27 Instrument Makers
334 Instrument Repairman
384 Instrumental Music Teacher
229 Musical Instrument Manufacturing Workers
343 Sales Demonstrators
133 Performing Musicians
100 Travel Agency Workers
143 Translators and Interpreters
313 Hotel Manager
13 Hotel and Motel Workers
360 Traffic Engineers
99 Traffic Managers
350 Restaurant Managers
69 Newspaper Editor
369 Newspaper Vendors
29 Photoengravers
295 Playwriters
278 Receptionists
216 Reporter
399 Scriptwriter
19 Secretaries and Stenographers
93 Shorthand Reporters
177 Stationary Engineers
286 Technical Engineers
252 Typists
245 Magazine Editorial Workers
15 Messengers and Office Boys
355 Book Editors
17 Duplicating Machine Operators
361 Advertising Copywriters
63 Advertising Workers
226 Paper Industry Workers

Filmstrips

The Airport-----Coronet
The Railroad Station-----Coronet
The Bus Station-----Coronet
The Harbour-----Coronet
The Neighborhood Newspaper Store-----Eyegate

Sound Filmstrips

Seeing Brazil, Coronet, 4 Color Filmstrips, 2 Records.
Seeing Central America, Coronet, 6 Color Filmstrips,
3 Records.
Seeing China, Coronet, 6 Color Filmstrips, 3 Records.
Seeing Eastern Europe, Coronet, 4 Color Filmstrips,
2 Records.
Seeing Great Britain, Coronet, 6 Color Filmstrips,
3 Records.
Seeing India, Coronet, 4 Color Filmstrips, 2 Records.
Seeing Italy, Coronet, 4 Color Filmstrips, 2 Records.
Seeing Scandinavia, Coronet, 4 Color Filmstrips,
2 Records.
Seeing West Germany, Coronet, 4 Color Filmstrips,
2 Records.
Seeing Mexico, Coronet, 6 Color Filmstrips,
3 Records.

Teaching Units

- I. Communicating Through Letters
- II. Careers In Music
- III. Around The World On An
Occupational And Vocational Vacation
- IV. Bussy Ants News

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it is by no means intended to dictate a precise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

COMMUNICATING THROUGH LETTERS

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Communicating Through Letters

Behavioral Objectives: To display knowledge of the different job roles as they pertain to a career in the postal services.

Procedures	Student Activity	Notes & Resources
<p>Use the concept!</p> <p>We all receive mail in some quantity almost every day. Mail plays an important role in the field of communication with others regardless of where they may be.</p>	<p>Students discuss why the mail is important as a source of communication.</p>	<p>This response could be correlated with the economic, business, and social well being of individuals.</p>
<p>Plan field trip to a U.S. Post Office (preferably a large one such as Logan</p>	<p>Students can see firsthand how the mail is sorted, how money orders are prepared, and other necessary activities in preparing</p>	

Madison, Hunting-
ton or Charleston.

the mail to be diliver-
ed to other cities and
countries.

Discussion of
field trip.

Students discuss the
field trip in relation
to the different
activities that they
observed as well as
the different types of
careers and occupations
seen.

Pinpoint where
student family
members live, or
where someone that
they know lives, on
a large wall map.

Students locate areas
within the state where
someone they are
acquainted with lives.

A. Use colored thread
and pins to mark on the
map places where these
people live within the
state.

B. Use the same
methodology for United
States.

C. Same methodology
for World.

Use large wall
maps.

- A. State
- B. United States
- C. World

These should be
correlated with the
job activities of
these people.

Organize Panel
reports

Students hold Panel
reports on the group
projects.

Correlate this with
English and Speech.

Invite a local
postmaster to
speak to the
students.

After speaker finish-
es his presentation on
the postal industry,
the class should hold
a question and answer
session relating to
pertinent aspects of
the postal industry.

Questions could
deal with the
following:

1. Mail Fraud
2. Mail Carriers
3. Money Orders
4. Air Mail
5. Air Freight
6. Transportation
7. Government
Regulations
8. Types of
Occupations
9. Careers in the
Postal Industry.

Have students write
thank-you letter to
classroom speaker.

Students write joint
class thank-you letter.

Correlate with
English.

Have students mail
letters to family
members or
acquaintances.

Students mail letter
to family members or
acquaintances living
outside the local area.

Students could trace
the letter's journey
on a large wall map.
Correlate this with

Students write letters to family members living outside of the school area

Classroom discussion of materials and occupations involved in letter writing materials.

Students do indepth study of the different industries involved in simple letter writing.

Students write letters to family members.

Discussion of various techniques involved in the writing of a simple letter.

Students select group projects to study the industries involved in the writing of a simple letter.

Correlate with English and Business secretarial careers.

Such industries that could be covered are:

1. wood (pencil)
2. graphite (chemical)
3. pulp (paper)
4. ink (chemical)
5. envelope (paper)
6. glue (chemical)
7. stamp (government printing- Dept. Treasury)

These projects should dwell upon the vocational aspects of the occupations instead of the technological.

Collect addresses of local persons who may be in the armed forces.

Students write letters to people in the armed services.

e.g. Students should explain to the person why they are writing and request especially those in foreign countries to answer their letter using a foreign stamp, and also to discuss their occupations in their answering letter.

Bring some type of catalog to class. Examine it to see how the United States is divided into zones, and how weight is involved in sending or receiving mail.

Discuss the cost of receiving something through the mail, or of mailing an item.

Social Studies.

Trace the letter as it would travel to the sendee.

1. within the U.S.A.
2. to a foreign country

Discuss the occupations of the person sending class members return letter
Correlate with social studies and occupational careers.

Correlate this with math.

e.g. weight

time zones

registered mail

air mail

Discuss
different ways of
receiving packages
that have been
ordered.

This would compel
students to think about
the transportation
industry.

Students should
gain an overall
view of the trans-
portation industry
as it relates to
the postal system.
Topics in trans-
portation:

1. railroad
2. airplane
3. trucking
4. freight
5. railway express
6. United Parcel
Service

Students could do
mock experiments
concerning
package mailing
costs.

Using a set of
scales, students could
compute the weight of
different items and
figure the cost of
sending them through
the mail to the
different countries
of the world using
the different types
of transportation such
as rail, ship and
air freight.

Correlate this
with math.

Conduct job
classification
project.

Students prepare a
job classification chart
of the many different
occupations related to
the postal industry.

Students should
cover a wide range
of occupations and
include such attributes
as:

- a) education needed
- b) mechanical aptitude
- c) personality
 requirements

Emphasize to
students the many
new vocabulary
items encountered
in this study.

As this unit on
postal workers
progresses, students'
vocabulary should also
increase.

New vocabulary
should include the
following:

1. fragile
2. address
3. cancel mark
4. letterdrop
5. stamps
6. cull
7. face up
8. mailster
9. zip code
10. sorting case
11. dispatch
12. forwarding
13. time zones
14. airmail
15. mail boxes
16. money order

17. slots
18. Rural Free
Delivery
19. etc.

Occupations related
to the Post Office are:

1. Post Master
2. Window Clerks
3. Mail carriers
4. Rural carriers
5. Postal supervisors
6. Postal guards
7. Special delivery
Messenger
8. Postal Clerk
9. Janitor
10. etc.

11. Power Truck Drivers
12. Insurance Clerks
13. Long Distance Truck Dr.
14. Guards and Watchmen
15. Letter Carriers
16. Postal Clerks
17. etc.

Classroom Materials:

1. paper
2. pencil
3. pens

Resources

Kits

Postal Helpers SVE.

SRA Occupational Brief

- 18 Postal Clerks
- 390 Federal Government Inspectors and Examiners
- 57 Long Distance Truck and Bus Drivers
- 263 Mail Carriers

Books

Colonus, Lillian, and Glenn W. Schroeder.
At The Post Office, Melmont, 1954.

Buchheimer, Naomi.
Let's Go to a Post Office, Putnam, 1964.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

CAREERS IN MUSIC

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Careers In Music

Behavioral Objective: To utilize knowledge from world cultures as it relates to the social strata of our own country, state and community.

Procedures	Student Activity	Notes & Resources
Discuss the overall aspects of people who entertain us.	Students list on the chalkboard their favorite actors, and actresses.	Move magazines T.V. Guide
Ask students to bring in their favorite record.	Play some or all of the records in class. Students list the items that appeal to them in the records.	Items Needed: Personal records of the students and school record player. This could be correlated with English and Spelling.
Divide records into groups or classify by type.	Students divide records into groups. e.g. singers, soloists, vocal duet, instrumental, rock, folk, country, bluegrass, quartet	

Prepare bulletin board.

Students bring in pictures of singers and instruments to put on bulletin boards.

Resource! Magazine or newspaper pictures that the students have around the home.

Ask the question:
"What makes a recording famous?"

Student Response
e.g. sound
lyrics
mood

Students could bring in some famous modern-records and play them. This could be correlated with English.

Students identify instruments being used in records listened to.

Students listen to records and identify instruments.

This could be an evaluation of students' ability to perceive certain sounds related to the music world. The sounds which the students would select would depend upon the type of record that was being played.

Divide the
entertainment
world into
different aspects.

- A. Musicians
- B. Dancers
- C. Singers

Plan field trip
to Marshall
University Music
Department.

Students can divide
the field of music into
different categories.
This list could be put
on the chalkboard by
the students.

Some of the areas to
be covered should be:

Classical Music
Opera
Concert
Chamber
Jazz
Folk
Religious
Country
Folk rock

Students could see a
vast amount of musical
equipment and talk with
university students
about their musical
career.

e.g. "This Is An
Orchestra" by Houghton
Mifflin

Use reference books
to study some of the
different types of
entertainment.

This would result
in pertinent and
insights for students.

Discussion of
the field trip.

Class discussion of
the field trip in
relationship to the
musical instruments and
careers that were
observed.

Encourage students
to be observant of
the different aspects
which they
encountered during
their musical tour.

Written reports.

Students could write
reports of their
field trip.

Correlate this
with English.
e.g. This would
give students an
opportunity to be
creative and to use
their powers of
perception.

Thank-you letter

Class write a thank-
you letter to whoever
was responsible for the
field trip.

If the field trip
was to the music
department at
Marshall University or
any college in the
local area, it would
most likely be the
Chairman of the
Music Department

To be successful in the arts a person must be willing to practice and work long hours.

Group study of some of the leading composers or musicians of our time.

(although it could be other people).

Use different reference books to study the lives of certain individuals that have contributed to the entertainment world.

e.g. Bach

Chopin

Brahms

Beethoven

Richard Rogers

Oscar Hammerstein

Jerome Kerns

Stephen Foster

Panel Discussion

Panel Reports on leading people who have contributed to the world of entertainment.

These reports should show the different types of training these people had and the types of musical instruments that they basically worked with.

Role playing
of famous
entertainment
people.

Role playing by
students acting out some
of the aspects that
these people have gone
through in preparing
themselves for a life
long career.

This could be tied
in with the
occupational aspect
of the world of
work as it relates
to career awareness.

Musical collage

Students make
musical collage using
pictures of many
different types of
musical instruments.

These pictures can
be collected by the
students from old
magazines.

Students to
become familiar
with instruments.

Students recognize
the different musical
instruments.

This could tie
in with their
vocabulary and
sight recognition skills

Ask band
director to come
to classroom and
talk to students.

Let him explain the
functions of instruments
and how they sound.

Teachers may
suggest that band
director bring some
instruments with him to
explain to the students.

General class
discussion of
famous
entertainers.

On a world map,
students could locate
the areas that have
played an important
part in the
entertainment world.

1. locate cities of
the world that are
known for their
classical music.
2. locate cities that
are famous for
their entertainment
contributors.

Also this could
create student interest
in joining the school
band.

Tie this in with
geography.

e.g. Rome
Milan
Paris
New York City
Moscow
Tokoyo
Vienna

Tie this in with
geography.

- e.g. 1. Los Angeles
2. New York City
3. New Orleans,
Louisiana
4. Dallas, Texas
5. Nashville,
Tennessee
6. Chicago,
Illinois

Students read
about some
opera or musical.

Classroom
discussion.

Classroom discussion
Design a stage showing
a favorite scene in
the opera or musical.

While the boys in
the class are designing
the stage for the opera,
the girls in the class
could be making some
puppets to fit the
descriptions of the
cast. Dress the puppets
according to the descriptions
of the opera or musical.

7. Rome,
Italy
8. London,
England
9. Moscow
10. Paris,
France

Using different
skills and occupations

e.g. drafting
carpenter
designers
electrician
architecture
painter

Discussion of
clothing materials
as it relates to
occupations.

e.g. seamstress
designer
hairstylist

Obtain a record of the opera then have the puppets act out the opera as the record plays.

Make class scrapbook.

Make a musical alphabet with pictures to represent each letter of the alphabet.

This could be done to any opera or musical in which the students would be interested.

Make class scrapbook showing the new skills learned and the new vocabulary.

The alphabet could be extremely extensive and could be correlated with many areas of study.

The students could name the occupations that would be associated with each picture.

An example of the alphabet could be similar to this:

A. Autoharp, Amplifier, accordion,

B. Banjo, Baton, Bow, Bass Clef, Baby Grand, Band Instrument, Bagpipes, Bells

C. Clarinet, Castanet, Cymbal, Conductor, Chimes

D. Drum, Damp Chaser, Duet, Director, Drumstick

E. English Horn,
Electric Metronomes

F. Flute. Fuzz-Wahs.
Fluteaphone. French
Horn

G. Guitars. G Clef

H. Harmonicas,
Hymnals. Hi-Hats,
Harp. Harpsicord

I. Instruction Books

J. Jacks for Amps,
Jazz Brushes, Jazz

K. Kettle Drum

L. Lyre. Ligatures,
Loudspeaker, Lines,

M. Miles, Mutes,
Mouthpiece, Mando-
lin, Mallets, Musical

N. Needles. Notes,
Note finders.

O. Opera, Organ.
Oboe. Oils. Orchestra

P. Piano, P.A. Sys-
tem. Piccolo, Pads,
Pegs. Picks, Pitch,
Pitchpipe, Polish

Q. Quartet

R. Reeds, Recording
Tape, Rosin, Rests,
Records

S. Saxophone, Strings
Snare Drum. Sousa-
phone. Stereo. Sounds
Swabs. Stands. Sheet
Music. Spaces Sym-
phony

T. Trumpet, Trombone.
Tom-Tomes, Triangles

Tape recorder,
Tympani, Tuner

U. Ukulele

V. Violin, Valve
Oil

W. Wa-Wa's, Whistles,
Woodblocks

X. Xylophone

Z. Zither

Occupations that
can be obtained
from cultural areas.

1. Artists
2. Writer
3. Musician
4. Seamstress
5. Hairdresser
6. Set Designer
7. Chorographer
8. Electrician
9. Tuner (piano)
10. Varnisher
11. Painter
12. Repairman
(instrument)
13. Typist
14. Secretary
15. Singer
16. Translator
17. Stenographer
18. etc.

Related Careers

1. Film editor
2. Video Tape
Engineer
3. Audio Engineer
4. Video Engineer
5. Station Announcer
6. Newscaster
7. Sports Director

8. Sports Announcer
9. Make Up Specialist
10. Wardrobe
Mistress
11. Prop Man
12. Monitor
13. etc.

Vocabulary

1. Writer
2. Artist
3. Artist in
Residence
4. Set Designer
5. Recording
6. Accountant
7. Newscaster
8. Musician
9. Manufacture
10. Monitor
11. etc.

Resources

Key to Creativity
Wurlitzer Company
DeKalb, Illinois
(16 mm sound 13 min.)

Story of the Trapp
Family Singers
Maria Augusya Trapp
(Doubleday, Garden
City, New Jersey).

Electric Organ
Hammond Organ Com-
pany
4200 West Diversey
Avenue
Chicago, Illinois
60639

(This is a pamphlet-
free 25 copies limit)

Books

Greene, Clara. Let's Learn About The Orchestral
Harvey House, 1967.

Hurd, Michael. Soldier Songs And Marches.
Walck, 1966.

Ward, John O. Careers In Music. Walck, 1968.

Willson, Robina B. Musical Instruments.
Walck, 1966.

Young, Patricia. Great Performers. Walck, 1966.

SRA Occupational Briefs

27 Instrument Makers
334 Instrument Repair
384 Instrumental
Music Teacher
229 Musical Instrument
Manufacturing Work
343 Sales Demonstrator
133 Performing Musician

Records And Tapes

ESEA Title I Music
Materials:

Tape Recordings

Harmony. U. of Colorado.
1 Reel, 3 3/4 IPS.

Introduction to Music.
U. of Colorado. 1 Reel,
3 3/4 IPS.

Rhythm. U. of Colorado.
1 Reel, 3 3/4 IPS.

Disk Recordings

After School Favorites.
Childcraft. 1 12" recor
33 1/3 RPM.

American Folk Songs.
Folkways, 1954. 1 12"
record, 33 1/3 RPM.

Concert In The Park.
Childcraft, 1 12" record
33 1/3 RPM.

Folk Songs Of California
And The Old West. Bowma
1965. 1 12" record,
33 1/3 RPM.

Traditional Harmony.
Folkways, 1962. 1 12"
record, 33 1/3 RPM.

World Of Marches. Album
1. Bowmar. 1 12" recor
33 1/3 RPM.

Records and tapes may
be checked out by the
teachers and students
from the Mobile Library
of the West Virginia
Library Commission.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

AROUND THE WORLD ON AN
OCCUPATIONAL AND VOCATIONAL VACATION

Lincoln County Board Of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Around The World On An Occupational And Vocational Vacation

Behavioral Objective: To evaluate the many careers as they relate to an occupational vacation of the world in relationship to career awareness.

Procedures	Student Activity	Notes & Resources
Teachers play records to class.	Students name cities and countries that are named in the record.	<u>Around the World in Eighty Days</u>
Explain to class that you are interested in taking an occupational trip around the world.	Students select the countries that they would like to visit.	These should be listed on the chalk- board so the students can copy their list to file for future reference Some of the countries could be: 1. England 2. France 3. Italy 4. Spain 5. Israel 6. Greece 7. Japan 8. Mexico 9. etc.

Student committee

Students select committee to write to travel agent requesting materials on countries that they are going to visit.

Correlate this with careers such as secretary, business and travel agents.

Correlate letter writing with English.

Map work

Students designate the selected countries with a star.

Correlate this with social studies.

Plan itinerary

Locate itinerary on large wall map.

Selected places to visit should be made because of their vocational opportunities or skilled industry.

Plan Clothing for trip.

Clothing to be taken on this trip should be suitable for the climate of the place to be visited.

Various types of clothing will be needed depending on the climate

Plan details of trip.

Things the students would need to do.

1. medical record
2. visa
3. passports

Students plot their own medical record such as a doctor or nurse would do.

Apply for
visa to visit
foreign countries.

This could be
secretarial position
such as dealing with
the writing for visas.

Students make
their own passport
such as the State
Department would.
e.g. government
worker

Passports should
have such information
as medical record,
mug shot, finger-
print.

(careers involved)

1. typist
2. photographer
3. printing
4. medical secretary
5. etc.

Relate this to
English. Occupations
involved:

1. secretarial
2. foreign correspond
3. etc.

Check with local people to see if someone has visited a foreign country.

Ask this person to relate his experiences to the students.

If none are available in the local community, then use a film or filmstrip concerning traveling in a foreign country.

Temperature chart

Students make a temperature chart of each country that they expect to visit. Therefore students would partially know what to take with him.

Correlate this with social studies as to average rainfall, and average temperature.

Occupations involved:

1. weather reporting
2. meteorologist
3. others

Bulletin board

Students make bulletin board of the different types of occupations which they expect to see or observe during their world trip.

Use magazines and travel folders.

Occupations would be:

1. travel agent
2. others

Develop groups
according to
student interest.

Group activity
according to different
areas involved in
preparing for the
world trip.

These are planning
committees. Reports
should be detailed.

Committees:

1. Transportation
2. Lodging
3. Food
4. Entertainment
5. Vocational Spots
to visit.

Committee work

Transportation committee

Provide transporta-
tion to local airport.

Teachers should
allow committees ample
time for class
discussion and
demonstrations as it
relates to many differen
areas of career
development involved
in their committee
work.

Occupation to be
discussed.

1. Bus Driving
2. Highway Safety
3. Maintaining Our
Highways
4. Others

Purchase airline tickets to New York City. Occupations to be discussed.

Make Tickets for each student. Determine luggage weight for each student. Seat students on the airplane. Correlate this activity with math.

1. Ticket Agent
2. Baggage Clerk
3. Pilot
4. Co Pilot
5. Stewardess
6. etc.

Purchase boat tickets to London, England. Occupations to be discussed.

Plan and make out the ticket for each student.

1. Ticket Agent
2. Navigator
3. Captain

Plan room chart for students on the boat. Correlate these activities with math.

4. Steward
5. Maid
6. Nurse
7. Doctor
8. Wireless Operator
9. Technicians
10. Electronic Personnel
11. etc.

Transporta-
tion in the
country the
students visit.

Plan a type of trans-
portation as it relates
to a career in each
country and discuss
the workers involved
in each form of trans-
portation.

The students could
plan for a type of
transportation for
each country that
they are to visit.
Careers involved
in the different
types of trans-
portation should
be noted and dis-
cussed by the stu-
dents. A scrapbook
showing the dif-
ferent types of
transportation and
career involved
could be made by
the students.

e.g. Japan-Rickshaw

France-Monorail

Italy-Gondola

Mexico-Horse
(saddle-wagon)

Egypt-Camel

This is only a
random sampling of
the activities the
transportation com-

Food Committee

Plan eating places or food to eat while on trip, should at least plan to sample the national foods of each country visited.

Students should discuss how the food is prepared and the workers involved.

mittee could do.

All of the transportation committees work could easily be correlated with social studies and math.

This could be done very effectively by using charts or posters made from pictures collected from magazines:

Occupations to be discussed are:

1. farmer
2. jobber
3. wholesaler
4. fisherman
5. florist(decorate tables using flowers native to foreign countries e.g.tulip-Holland)
6. Cashiers
7. Cooks

Plan menus

Plan an evening menu for each foreign country that students will visit.

8. Chefs
9. Waitress
10. Dietitian

Menu could be highlighted with a poster showing foods that are native to that foreign country. All of these committees could correlate with science and health.

Occupational committee

This committee would be concerned with occupations found in each country.

This committee should list the major occupations and tools used within a country showing how they contribute to the world of work and toward the dignity of man.

e.g. England
Scotland Yard

1. Bobbie
2. Guards

France-The Louvre

1. Paintings of world renown

Arch de Trimuph

1. Architecture
2. Landscaping

Wine Industry

1. Vineyards
2. Wine Factories

Italy-The Vatican

1. Paintings
2. Architecture

Spain-Bullfights

1. Matador

Pottery Industry

1. Designer
2. Potter

Egypt-Aswan Dam

1. Construction
2. Engineering
3. Electrical
4. Atomic Energy

Greece-Colosseum

1. Sports Stadium

Parthenon

1. Form of Government

Japan-Manufacturing

1. Clothing
2. Technical

Committee reports

Committees will report their activities as it relates to each country that was visited on an occupational trip.

1. Silk
2. Tailor
- Fishing Industry
- Technology Industry
- Art Industry
- e.g. silk painting
- Mexico-Silver Industry
1. Silversmith
- Food Industry
1. Chef

Students on this committee should use pictures of each in which they would explain the different occupations and careers found in that country.

This could be done through many activities.

I would suggest that the students would dress for each different occupation and present a lecture

Class scrapbook

Students should compile a master scrapbook of their occupational tree.

to the class concerning each.

e.g.

1. papal guard could tell of his training requirements and occupations he performs as he fulfills his job requirements.

2. Grape Farmer could demonstrate skills used and needed in tending the grapes, preparing them for market and shipping them to market.

3. Others

This could be broken down by country.

I personally suggest this method.

1. Should include maps of foreign

countries with their places to visit marked off.

Show cities or places in which they visited.

Show occupational places in which they visited.

List types of occupations that they saw being performed in each place they visited.

Types of transportation used in traveling from one country to another.

A. Show occupations which were involved.

Show some of the leading places where they ate and slept.

A. Show occupations which were involved.

Show some of the foreign money.

A. Methods of computing it

Class skit could bring out the highlights of the trip which were studied during this unit.

Students could perform different skits as it relates to the occupational activity of the countries that they visited on their occupational vacation.

to decimal system.

B. Types of occupations involved.

8. Students make or show the outstanding arts and crafts of each country visited.

Discuss occupations involved.

9. Highlights of time.

This highlighted activity should be a creativity experience for each student in the class.

I would suggest that after the students have performed it and worked out the flaws in their activity that it be video-taped

as a reference
or inspirational
resource activity
which others
could preview to
gain insights
into an occupational
vacation around the
world.

Vocabulary

This would depend
entirely upon the
teacher as to the
countries visited.
e.g. It would
seem that a large
new vocabulary could
be expected as an
outgrowth of this
unit.

Resources

This would depend
entirely upon the
teacher as to the
country or countries
visited by the stu-

dents.

The Audio Visual Demonstration Center has many different materials pertaining to many different countries, therefore it would be a matter of selecting materials according to the country or countries which were selected to visit by the students.

Other outstanding sources of information would be:

Magazines such as; Life, Look, National Geographic and many others.

Classroom Materials

Paper

Tape

Scissors

Film Strip Projector

Record Player

Tape Recorder

Film Projector

Resource People

Exchange students from foreign countries who are attending Marshall University, Morris Harvey College and West Virginia State College could be used for resource people concerning their own particular country.

Books

Cochrane, Joanna. Let's Go To The United Nations Headquarters. Putnam, 1958.

Landin, Les. About Policemen Around The World. Melmont, 1964.

Chace, Haile. About The Captain Of A Ship. Melmont, 1962.

Cohn, Angelo. Careers With Foreign Languages. Walck, 1963.

Dietrich, Fred and Seymour Reit. Wheels, Sails and Wings. (The Story of Transportation). Golden Press, 1961.

Feurlight, Roberta. Let's Go To A World's Fair. Putnam, 1964.

Latham, Jean Lee.
Trail Blazer Of The
Sea. Houghton Mifflin
1956.

Lattin, Gerald W.
Careers In Hotels and
Resturants. Walck,
1967.

Nathan, Raymond.
Careers In Airline
Operations. Walck,
1967.

Neal, Harry E. Your
Career In Aviation.
Messner, 1966.

SRA Occupational Brief

100 Travel Agency
Workers
143 Translators an.
Interpreters
313 Hotel Manager
13 Hotel and Motel
Workers
360 Traffic Engineers
99 Traffic Managers
350 Resturant Manages

Filmstrips

The Airport----Coronet
The Railroad Station--
-----Coronet
The Bus Station-----
-----Coronet
The Harbour----Coronet
Seeing Brazil--Coronet
Seeing Central America
-----Coronet
Seeing China---Coronet
Seeing Great Britian--
-----Coronet
Seeing India---Coronet
Seeing Italy---Coronet
Seeing Mexico--Coronet
Seeing Scandinavia----
-----Coronet

Seeing West Germany---
-----Coronet
Seeing Eastern Europe-
-----Coronet
Seeing The Andes
Countries-----Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

BUSSY ANTS NEWS

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Bussy Ants News
e.g. School Mascot News

Behavioral Objective: To synthesize the multi-news medium into a workable newspaper operation.

Procedures	Student Activity	Notes & Resources
Form small groups (3-4) to do research and oral reports	Students can be doing research on how to begin a newspaper and the different jobs that are available in the newspaper industry.	<u>Books</u> Encyclopedias Sootin, Laura, " <u>Let's Go To A Newspaper</u> ", Putman 1956, 48 pp- Describes how a newspaper is published. Greene, Clara <u>I Want To Be A News Reporter</u> . Children 1958, 30 pp, Don has an exciting trip with his uncle, who is a news reporter. Barr, Jene <u>News Travel</u>
Prepare students for resource speaker. Questions for the resource person should be	Students ask questions which are of interest to them.	<u>Resource Person</u> - should be a newspasper employee S.R.A. Occupational Brief:

prepared by the
students. See
Appendix I

Organize field trip
to a newspaper.

Students visit local
newspaper establishment
or printing company.

See field trip gu.

Show filmstrip
on newspaper
industries

Make an inventory of
related occupations.
This could be done by
the following methods:
e.g. 1. Notebook
2. Chart
3. Graphs
4. Scrapbook

Films:

Here's How We Print,
Bailey (11 minutes)
Describes process of
printing.

Students develop
own newspaper.

Students will do role
playing situations
dealing with setting up
their newspaper, such
as the selection of
staff.

e.g. 1. Editor
2. Reporters
3. Copy reader
4. Lay Out
5. Advertisement
6. Others

Students should
select the people who
are going to fill each
position. This could
come from a follow up
of the field trip.
Students could be
told to look for
some specific job
that they would like
to do while on the
field trip.

Hold a discussion of the role of the newspaper in the community.

Students could write articles for the paper. They could have an advertising section, cartoon, sports, news, and many other sections that pertain to the occupations involved in publishing a newspaper.

Students discuss importance of newspapers to the community. Compare the values of a newspaper and free journalism in our society to a country where the paper is controlled by the government.

Materials Needed:

See Appendix--

Book:

Putting Your School Newspaper to Work

Film

A newspaper series- Its Community.

13½ minutes, color, Shows the function of a newspaper, the different kinds of information it contains, its role in the community, its organization, and the work involved in writing editing, printing and delivery.

(FA)

Correlation with
related subjects.

Science Class:

e.g. See how and where
trees are grown for
pulp to be used in
making paper.

Math Class:

e.g. Measuring the
width and length of
articles to be placed
in the paper, making
change, selling the
paper, cost of
advertisements, etc.

Social Studies:

e.g. Studying different
kinds of vehicles used
in newspaper work and
transportation.

Vocabulary

1. editor
2. reporter
3. advertisement
4. by-line
5. headline
6. photographer
7. copy
8. typewriter
9. typesetter
10. copy reader
11. lithographic plate
12. ink
13. press
14. printing press
15. printing press operator
16. rewrite man
17. feature reporter
18. press operator
19. lay-out
20. lay-out man
21. printer
22. inkman
23. stenographer
24. city editor
25. articles
26. editorial news

27. cartoons
28. classified
29. advertisement
30. stockmarket
31. clerical
32. typists
33. telegraphs
34. telegrams
35. United News Serv
36. wire photograph
37. Associated Press
38. proof reader
39. gally boy
40. stock exchange
41. reporter
42. paper carrier
43. morgue
44. artist
45. cameraman
46. editorial
47. form
48. plate
49. dummy
50. matrix
51. beat
52. pipeline
53. obituary
54. classified

Occupations within
the Newspaper

Industry:

1. Newsboy
2. Proof reader
3. Typesetter
4. Photoengravers
5. Cameramen
7. Pressman
8. Newspaper editors
9. Newspaper reporters
10. Journalist
11. Technical writers
12. Messengers
13. Press repairman
14. Typists
15. Stenographers
16. Compositors
17. Linotype operators
18. Designers
19. Artists
20. Reporters
21. etc.

Community Resources

- A. People
Editor
Reporter
Photographer

Feature reporter
Typesetter
Paper carrier
Librarian

B. Field trips
News Stand
Newspaper office
Printing Office

Resources

Books

Donohue, Jody. Your Career In Public Relations. Messner, 1967.

Sootin, Laura. Let's Go To A Newspaper. Putnam, 1955.

SRA Occupational Briefs

69 Newspaper Editor
369 Newspaper Vendor
29 Photoengravers
295 Playwriters
278 Receptionists
216 Reporter
399 Scriptwriter
19 Secretaries and Stenographers
93 Shorthand Reporter
177 Stationary Engineer
286 Technical Engineer
252 Typists
245 Magazine Editorial Workers
15 Messengers and Office Boys
355 Book Editors
17 Duplicating Machine Operators
361 Advertising Copywriters
63 Advertising Workers
226 Paper Industry Workers

Resources

Free Booklet

Addressograph Multigraph Corporation. Advertising Dept.,
P. O. Box 3176, Cleveland, Ohio 44117

1. "Putting Your School Newspaper to Bed" SP-222-M
Junior Science Book of Rain, Hail, Sleet and Snow, Larrick
(Garrard, 1961) Seasons. Jervis (Day, 1962)
Our English Language, Book 5. (American Book Company, 1967)
News Travels: Local Communications. Chapin (Whitman, 1966)
Gr. The First Book of News. Epstein. (Watts, 1965) Gr.
Level 5-6 Lent, Henry Bolles. I Work on a Newspaper.
Macmillan. 1949. 152 pp.

Communication, (SA21413). Field Enterprises Educational
Corp. Director of Educational Services. Merchandise Mart
Plaza. Chicago, Illinois 60654. 1966. 12 pp. 25 cents.
(Guide for teachers to help prepare a teaching plan on
the study of communication. Illustrated and bibliography.
Intermediate and Jr. High Levels.)

Free Booklets

- New York Times. College School Services. Times Square.
New York, New York 10036
1. "Get More Out Of Your Newspaper", 46pp.
 2. "News-The Story of How It Is Gathered and Printed", 16 pp
 3. "The Story of the New York Times", 20 pp.

Resource Personnel

1. What are the different types of workers found in this industry?
2. What kind of work do the majority of employees do?
3. Is the work indoors or outdoors?
4. What are job duties?
5. What are the educational and experiences requirements for these jobs?
6. What are the physical requirements?
7. What are possible weekly or monthly earnings?
8. What are future opportunities?

APPENDIX

MATERIALS

Ink	Paint brusher
Newsprint	Glue
Paper mache'	Paints
Typewriters	Erasers
Films	Material for making ink
Filmstrips	Scissors
Day-byday calendar	Stanler
Cylinder printing material	Records
Tools	Chips of wood
Liquid duplicator	Silk screen
ABC blocks for printing	Linoleum blocks
Yardsticks	Laminating seal
Letter stencils	Cardboard
Stencils	Carving knives
Camera	Manila paper
Mats for advertising	Newspapers
Rollers	String
Maps	Record player
Globes	Books
Overhead projector	Tape recorder
Opaque projector	Tape for recording
Magazines	Brayer roller

ED 059390

Volume VII of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-682(361)

"Improving a Rural Area School Program with Expanded
Vocational Education Services by Utilizing
Comprehensive Career Orientation and
Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

VTG14732

Part 1 of 7

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Middle School Project
for
Levels Seven and Eight

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

- I. Synopsis
- II. General Objective
- III. Specific Objectives
- IV. Behavioral Objectives
- V. Teaching Strategies
- VI. Correlation of Subjects Taught
- VII. Evaluation Techniques
- VIII. Methods of Evaluation
- IX. Resource Materials
- X. Appendices
 - A. Field Trip
 - B. Permission Slip
 - C. Occupational Questionnaire
 - D. Resource Bibliography
 - E. Clustered Occupations-Level Seven
 - F. Clustered Occupations-Level Eight

A Suggestive Resource Unit
for
Levels Seven and Eight
Career Orientation
Synopsis

The seventh and eighth level of Career Orientation is designed to give students a broad knowledge of the characteristics and functions, as well as the duties and rewards of specific clusters within a broad spectrum of occupational families. Students at this age level have specific characteristics which suggest certain needs and drives. Students at this level should have the opportunity to explore their capabilities in various areas under a variety of situations, therefore, they need the opportunity to self appraise their emerging potential and to analyze occupational information for decision making. The students need to understand the necessity of all types of occupations and to learn the educational and occupational requirement of the many different vocations within a broad framework of the overall occupational cluster.

Student involvement and participation should be encouraged at this level so that each student could develop a positive self concept in relation to the many and varied roles that lie within the occupational framework of our economic and social system.

Mental maturation of each individual student should be analyzed so that total participation of all students can be based on an individual approach that will insure meaningful learning for all the students so that their needs and goals can be obtained later in life.

Students at this level should gain a deeper insight of how one occupational cluster depends upon the other occupational cluster so that they can function productively in an economic environment.

All activities or learning situation should seek to emphasize the worth of the individual in any economic system so long as he the worker performs occupational services which demonstrate the dignity of man by contributing to the total worth of society.

General Objective

To establish in grade seven and eight a curriculum which will assist the student to acquire such knowledge of the characteristics and function, the duties and rewards for the occupational families within which his choice will probably lie.

Specific Objectives

1. To give students an understanding of the knowledge and skills basic to the broad spectrum of the occupational families.
2. To provide the student with a guide to educational and occupational requirements of different jobs.

3. To assist the student in acquiring a technique of analysis of occupational information and to analyze such information before making a tentative choice.
4. To stress habits and attitudes which are needed for successful and continued employment.
5. To provide students with experiences designed to develop an awareness and self-realization that leads to the selection of the appropriate career with realistic aspiration levels.

Behavioral Objectives

1. To display a knowledge of different occupational skills within the various occupational cluster.
2. To utilize knowledge of different occupational skills as they relate to the world of work.
3. To synthesize requirements relating to the different occupational clusters pertaining to the comprehensive world of work.
4. To evaluate the many occupational clusters combining the needs and goals of the individual student preparing himself for the world of work.

Teaching Strategies

- I. The individual student should become involved with each phase of the occupational cluster.
 - A. Individual students could make a scrapbook of the occupations within the occupational cluster.
 - B. Workable model of the occupational cluster as it relates to the individual student.
 - C. A structured dramatization by the entire class dealing with the occupational cluster.
- II. Use a sequence of transparencies to point out major geographic areas of the cluster.
 - A. Students immediate surroundings
 - B. State Area
 - C. National Area
 - D. World Areas

Note: Different kinds of symbols should be used to identify the different types of occupations as they relate to the different occupational cluster.
- III. Develop a series of occupational brochures and posters portraying the different occupations that have been studied within the occupational cluster.

Note: This activity could be done on an individualized basis or by students working together in a group.

IV. A committee selected by the students could construct audio-visual aids which would show occupations as they relate to the various cluster within the occupational cluster. These aids would also show the skills needed to perform effectively in the given occupation.

Note: This can be done effectively in a number of ways. Skills and requirements should be stressed which are needed by the employee to function productively in his chosen occupation. The dignity of man irregardless of his occupational decision should be stressed as he performs a useful role in overall development of the world of work.

- A. Bulletin Boards
- B. Charts
- C. Graphs
- D. Newspaper
- E. Mural
- F. Poster
- G. Television scripts
- H. Games
- I. etc.

V. Students should be able to compare the different occupational aspects of the world of work as they relate to the occupational cluster in which they are studying.

- A. Economic trends
 - B. Labor trends
 - C. Transportation trends
 - D. Future needs or trends
- VI. Group presentation of materials and information gathered as the students studies the occupation within the occupational cluster.
- A. Written reports
 - B. Speeches
 - C. Oral reports
 - D. Panel discussions
 - E. Debates
 - F. Role playing
- VII. Plan field trips to various occupations that would cover a wide range or variety of occupations within a given cluster.
- VIII. Invite outside speakers to come to the class to discuss their role or job duties that they perform within the occupation. The outside speakers should be chosen that would cover a wide spectrum within the occupational cluster. Speakers should be able to demonstrate the competency needed to perform effectively within the occupation.

IX. Students should gain broader insights of the occupations within the clusters which would enable them to start preparation for the type of employment he would consider as a vocation.

- A. Analysis should be used extensively in this phase of individual development.
- B. Job interviews
- C. Salaries
- D. Working conditions
- E. Advancement procedures
- F. Growth of the company, industry, or corporation
- G. Security to the individual by being in this type of employment.

X. Appropriate films, filmstrips, slides, or movies showing different phases of occupations as they relate to the occupational cluster.

- A. Films, filmstrips or other audio-visual aids should be selected upon the interest of the students as it relates to the cluster being studied.
- B. Follow up study of each audio-visual aid with the possibility of individual growth in some phase of occupational knowledge.
- C. Students should be encouraged to do individual research projects concerning different types of occupations as they relate to the occupational cluster.

XI. Individual students should be able to compile a questionnaire concerning the major requirements of some of the different occupations as they relate to values, characteristics and attitudes connected with different types of career orientation.

Note: Many different aspects should be considered in the overall questionnaire of job and occupational readiness.

A. Abilities needed

B. Educational Training

1. Elementary

2. Secondary

3. Vocational

4. Post-secondary Technical Training

5. College

C. Physical skills

1. Manual dexterity,

2. Motor

D. Mental skills

1. Trainability

2. Communication skills

E. Sensory Preception

1. Sight

2. Hearing

F. Working conditions as they relate to the individuals suitability for a particular area of career involvement.

1. Inside
2. Outside
3. Physical Demands
4. Aptitude
5. Hazards

Importance of different types of occupations as related to the inter-dependence of nations in career orientation.

1. National priorities
2. Self-satisfaction in the economic well being of the individual.
3. National goals as related to the economic well being of the cluster.
4. The overall effects that clusters have upon each other through their occupational policies.

XII. To be able to describe various types of occupations as related to the geographical location of the country.

- A. Cold Climate
- B. Hot Climate
- C. Wet Climate
- D. Dry Climate

Correlation of Subjects Taught

Social studies, English, Science, Math, and related courses are areas which can easily be adapted to the study of occupation. Other subject areas such as music, physical education and home economics can also be used effectively. Occupations should be shown in their relationship as they are related in each subject of career orientation. The language arts program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship to the worker and to the skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to the workers and to the different activities with which they are involved. Music and correlated activities such as records, tapes, slides, filmstrips, and flannelboards are available in a wide selection of career occupation activities. Science can be adapted to show the skills needed to perform successfully in technical related occupations. Besides the suggestive mythologies, other information could be used for gaining deeper insights into the world of work. The effective teacher, by using games, songs, stories, video tapes and overall discussions of information derived from different field trips can increase the student's awareness of the role they must perform to be effective citizens of society in the world of work tomorrow.

Evaluation Techniques

Evaluation within the occupational cluster should be a continuous process in which the classroom teacher can use several methods to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the student is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Evaluation that is continuous on a daily basis gives more insights and deeper meanings to the learning processes of the individual student. Continuous evaluation offers more feedback to the teacher in determining if the objectives are being obtained and if not, what steps to take or methods to change to insure that the objectives for the overall area can be obtained by each individual student.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career orientation.
2. Observation of pupil participation in activities
 - A. Materials brought to class
 - B. Participation in role playing
 - C. Oral questioning of students
 - D. Participation in group discussions
 - E. Participation in debates
3. Responsibilities
 - A. Responsibilities students had when school started.
 - B. Responsibilities students now perform at the closing of school.
 - C. Occupations that students now can observe.
 - D. Occupations that students now can perform.
 - E. Pre and post testing
4. Intellectual Growth
 - A. Maturation of the student at the beginning of the year and at the end of the year in terms of career orientation.
 - B. Attitude and development change in each student should be easily recognized.

Resource Materials

- | | |
|-----------------------------------|-------------------------------|
| 1. Films | 19. Job application materials |
| 2. Records | 20. Newspaper |
| 3. Books | 21. Role playing techniques |
| 4. Magazines | 22. Games |
| 5. Maps | 23. Research projects |
| 6. Transparencies | 24. Tests |
| 7. Documentaries | 25. Slide projector |
| 8. Autobiographies | 26. Overhead projector |
| 9. Art Supplies | 27. Film projector |
| 10. Film Strips | 28. Tape Recorder |
| 11. Tapes | 29. Opaque projector |
| 12. Pamphlets | 30. Filmstrip projector |
| 13. Pictures | 31. Charts and graphs |
| 14. Brochures | 32. Bulletin boards |
| 15. Slides | 33. Television |
| 16. Bibliographies | 34. Radio |
| 17. Interview technique materials | 35. Easel |
| 18. Career Files | 36. Flannel boards |

A P P E N D I C E S

Appendices

- A. Field Trip
- B. Permission Slip
- C. Clustered Occupations
- D. Resource Bibliography

FIELD TRIPS

Children in the seventh and eighth grade are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for students to react to real-life situations. The importance of providing early career orientation cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the student to become more aware of the world of work. Students are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the students should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in a classroom setting.

Some of the purposes of a field trip are as follows:

1. Having student develop an orientation of the many different workers in the cluster.
2. Helping them observe working conditions.
3. Helping them to be aware of the interdependence of workers in each cluster.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)

- a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have
3. Make plans for transportation
- a. What kind?
 - b. Who will provide it?
 - c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
- a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion
2. Student committee should gather career information.
- a. Kind of workers
 - b. Working conditions
 - c. Training of workers
 - d. Duties of workers
3. Safety precautions should be discussed.
4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Occupational Questionnaire
for
Levels Seven and Eight

OCCUPATIONAL QUESTIONNAIRE

1. What are the future prospects for an employee in this particular occupation.
2. Is employment in this particular occupation expected to decrease or increase in the future.
3. What are the physical requirements such as height, weight, age, sex, hearing and vision that an employee should have in this occupation.
4. What personal interest or hobbies would be helpful for the employee to have in entering this occupation.
5. What special skills are required by the employee in entering this occupation.
6. What are the legal requirements that must be fulfilled before an employee can be hired in this occupation.
7. What tools, equipment and supplies must be furnished by the employee in this occupation.
8. What kind of educational and or vocational training must be taken by the employee to meet the employer standards or certification before they can be employed.
9. How long does it take and what does it include to meet employer standards or certification in this occupation.
10. If this is a union position, what would be the requirements that you as an employee must meet before you can join or belong to a union.

11. What provisions are made by the employer for on the job training for the employee.
12. What type of occupational experience must an employee have before he can enter this occupation or profession.
13. In this position, can an employee advance and if so, how far an advancement in this position.
14. In preparing for this position as an employee, what related positions would you also be preparing for.
15. What are the average yearly earnings for a beginner and experienced employee in this position.
16. What are the geographic locations of this particular occupation?
17. What are the main advantages and disadvantages of this occupation.
18. Are fringe benefits provided for the employee by the employer in this occupation. If so, are they adequately and what are they?
19. In this employment is the employee assured of steady work or is it a seasonal or irregular occupation.
20. In this occupation, is the employee exposed to work hazards and occupational diseases. If so, what are the work hazards and occupational diseases.
21. Why do you as a future employee think that this occupation would not be suited for you.

22. What personal interest do you have that would help prepare you for this occupation.
23. What occupational requirements in this occupation as an employee would be hard for you to fulfill.
24. If you could be employed in this occupation as an employee today on the basis of your research what would your decision be.

RESOURCE BIBLIOGRAPHY
FOR
LEVELS SEVEN AND EIGHT
VOCATIONAL EDUCATION

BOOKS

Thiemann, Norma. Handbook of Job Facts. Science Research Associates.

KITS

Occupational Exploration Kit. Science Research Associates.

SOUND FILMSTRIPS (Cassettes)

The A. B. C.'s Of Getting And Keeping A Job. Eyegate, 1970, 8 Color Filmstrips, 4 Cassettes, Gr. 7-12.

The ABC's of Getting and	Labor Unions
Keeping a Job	On the Job
Applying for the Job You Want	Preparing for the Job
Budgeting Your Money	You Want
Health Rules to Follow	Quizstrip

America's Labor Force. Eyegate, 1971, 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

Airline Pilots Association	International Ladies
American Federation of Musicians	Garment Workers Union
International Brotherhood of	United Automobile Workers
Electrical Workers	United Federation of
	Teachers

Ancient Crafts-Modern Times. Eyegate, 1971, 6 Color Filmstrips, 6 Cassettes, Gr. 5-12.

The Cabinetmaker-Sculpture	The Potter-Beauty in Clay
in Wood	The Silversmith-Metallic
The Glassmaker-Transparent	Art
Creations	The Textile Designer-Woven
The Graphics Designer-Art	Art
in Print	

Business Filing. Coronet, n. d., 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

Alphabetic Correspondence	Data Processing and Microfilmin
Alphabetizing Rules	Other Filing Systems
Charge and Transfer Methods	Types of Equipment

Careers In Aerospace. Eyegate, 1970, 12 Color Filmstrips,
6 Cassettes, Gr. 7-12.

Aerospace Sales	Flight Engineer
Aircraft Maintenance and Food Service	Jet Captain
Aircraft Maintenance Mechanic	Jet Engine Mechanics
Air Freight Agent	Passenger Service Representative
Airline Ticket Agent	Skycap and Baggage Handler
Control Tower Operator	Stewardess

Jobs In Health Service. Coronet, n. d., 8 Color Filmstrips,
8 Cassettes, Gr. 7-12.

Dental Assistant	Nurse's Aide
Dental Laboratory Technician	Optical Technician
Medical Laboratory Assistant	Optometric Assistant
Medical Photographer	Radiology Technician

Occupational Education. Eyegate, 1970, 9 Color Filmstrips,
5 Cassettes, Gr. 7-12.

Fixing a Flat Tire	The School Cafeteria
The Gas Station Attendant	Worker
How to Use Your Checkbook	Stocker in a Supermarket
The Job Interview	The Waitress
The Nurse's Aid	The Variety Store

Shop Safety. Coronet, n. d., 6 Color Filmstrips,
6 Cassettes, Gr. 7-12.

Drill Presses and Lathes	Hand Saws, Chisels and Files
General Shop Hazards	Screwdrivers, Wrenches, Sheet
Grinders, Routers, Power	Metal and Welding
Saws	Think Safety

The World of Work: Vocational Opportunities. Eyegate,
1970, 14 Color Filmstrips, 7 Cassettes, Gr. 7-12.

Automobile Mechanic	Receptionist
Automotive Sales	Sheet Metal Worker-Building
Representative	Trades
Cook	Sheet Metal Worker
Data Processing Clerk	Tool and Die Maker
Electrician	TV and Radio Repair
Medical Assistant	What is Your Future
Printer	in the Changing World
Real Estate Sales	of Work

FILMS 16 MM.

Applying For A Job. Encyclopedia Britannica Educational Corp.,
n. d. Color, Sound, 13 Min., Gr. 7-12.

Choosing A Job. Encyclopedia Britannica Educational Corp.,
n. d. Color, Sound, 12 Min., Gr. 7-12.

Communicating With The Public. Encyclopedia Britannica Educational Corp., n. d. Color, Sound, 12 Min., Gr. 7-12.

Development of Communication. Encyclopedia Britannica Educational Corp., n. d. Black/White, Sound, 10 Min., Gr. 7-12.

Development of Transportation. Encyclopedia Britannica Educational Corp., n. d. Color, Sound, 11 Min., Gr. 7-12.

The Doctor. Encyclopedia Britannica Educational Corp.,
n. d. Color, Sound, 17 Min., Gr. 7-9.

Getting A Promotion. Encyclopedia Britannica Educational Corp., n. d. Color, Sound, 14 Min., Gr. 7-12.

Getting The News. Encyclopedia Britannica Educational Corp.,
n. d. Color, Sound, 18 Min., Gr. 7-9.

Health In Our Community. Encyclopedia Britannica Educational Corp., n. d. Color, Sound, 14 Min., Gr. 7-9.

The Industrial Revolution. Encyclopedia Britannica Educational Corp., n. d. Color, Sound, 23 Min., Gr. 7-12.

The Industrial Worker. Encyclopedia Britannica Educational Corp., n. d. Color, Sound, 17 Min., Gr. 7-9.

The Miner. Encyclopedia Britannica Educational Corp., n. d. Color, Sound, 15 Min., Gr. 7-9.

Planning Your Career. Encyclopedia Britannica Educational Corp., n. d. Black/White, Sound, 16 Min., Gr. 7-12.

The Rise of Big Business. Encyclopedia Britannica Educational Corp., n. d. Color, Sound, 27 Min., Gr. 7-12.

The Rise of Labor. Encyclopedia Britannica Educational Corp.,
n. d. Color, Sound, 30 Min., Gr. 7-12.

Working Together. Encyclopedia Britannica Educational Corp.,
n. d. Color, Sound, 12 Min., Gr. 7-12.

You Can Go A Long Way. Encyclopedia Britannica Educational
Corp., n. d. Black/White, Sound, 22 Min., Gr. 7-9.

Filmstrips

Do You Like Flowers? Eyegate. Color. Gr. 7-12.

Do You Like Sports? Eyegate. Color. Gr. 7-12.

Do You Love Animals? Eyegate. Color. Gr. 7-12.

How About Being A Key Punch Operator? Eyegate. Color. Gr. 7-12.

How About Being an Electronics Assembler? Eyegate. Color. Gr. 7-12.

How About Office Work? Eyegate. Color. Gr. 7-12.

Want to Work in a Laundry? Eyegate. Color. Gr. 7-12.

Would You Like Hospital Work? Eyegate. Color. Gr. 7-12.

Would You Like to Be a Cashier? Eyegate. Color. Gr. 7-12.

Would You Like to Sell? Eyegate. Color. Gr. 7-12..

CASSETTES

American Occupations Series, Jonesboro, Ark; Educational
Sensory Programming, 99 Tapes, (2 lessons on each tape,
each lesson 15 minutes) n. d.

Titles are:

1. "Tomorrow's Jobs-Part I"
"Tomorrow's Jobs-Part II"
2. "Accountant"
"Advertising Workers"
3. "Marketing Research Workers"
"Personnel Workers"
4. "Public Relations Workers"
"Protestant Clergymen"
5. "Rabbis"
"Roman Catholic Priests"
6. "Forresters"
"Forrestry Aids"
7. "Range Managers"
"Employment Counselors"
8. "Rehabilitation Counselors"
"School Counselors"
9. "Engineering"
"Types of Engineering"
10. "Physicians"
"Osteopathic Physicians"
11. "Dentists"
"Dental Hygienists"
12. "Dental Assistant"
"Dental Lab. Technician"
13. "Registered Nurses"
"Liscensed Practical Nurses:"
14. "Optometrists"
"Pharmacists"
15. "Podiatrists"
"Chiropractors"

16. "Occupational Therapist"
"Physical Therapist"
17. "Speech Pathologist and Audiologist"
"Medical Laboratory Worker"
18. "Radiologic Technologists"
"Medical Record Librarian"
19. "Dieticians"
"Hospital Administrator"
20. "Sanitarians"
"Veterinarians"
21. "Mathmeticians"
"Satisticians"
22. "Geologist"
"Geophysicists"
23. "Meterologists"
"Oceanographers"
24. "Life Scientists"
"Biochemists"
25. "Chemists"
"Physicists"
26. "Astronomers"
"Actor-Actress"
27. "Dancers"
"Musicians and Music Teachers"
28. "Singers and Singing Teachers"
"Commercial Artists"
29. "Industrial Designer"
"Interior Decorator"
30. "Anthropologists"
"Economists"
31. "Geographers"
"Historians"
32. "Political Scientists"
"Sociologists"
33. "Kindergarten and Elementary School Teacher"
"Secondary School Teacher"

34. "College and University Teachers"
"Engineering Science"
35. "Draftsman"
"Newspaper Reporter"
36. "Technical Writers"
"Architects"
37. "College Placement Officer"
"Home Economists"
38. "Landscape Architects"
"Lawyers"
39. "Librarians"
"Library Technicians"
40. "Models"
"Photographers"
41. "Systems Analysts"
"Programmers"
42. "Psychologists"
"Recreation Worker"
43. "Social Workers"
"Surveyors"
44. "Urban Planners"
"Managerial Occupations"
45. "Industrial Traffic Manager"
"Purchasing Agent"
46. "Clerical Occupations"
"Bookkeeping Workers"
47. "Cashiers"
"Electronic Computer Operators"
48. "Office Machine Operator"
"Shipping-Receiving Clerk"
49. "Stenographer-Secretary"
"Typists"
50. "Telephone Operator"
"Auto Parts Counter Man"
51. "Auto Salesman"
"Auto Service Advisor"

52. "Insurance Agent-Broker"
"Manufacturer's Salesman"
53. "Real Estate Salesmen-Broker"
"Retail Trade Salesworker"
54. "Securities Salesman"
"Wholesale Trade Workers"
55. "Barbers"
"Cosmetologists"
56. "Cooks-Chefs"
"Waiters-Waitresses"
57. "FBI Special Agents"
"Police Officers"
58. "State Police Officers"
"Fire Fighters"
59. "Hospital Attendants"
"Building Custodians"
60. "Bricklayer"
"Carpenter"
61. "Cement Mason"
"Construction Laborer"
62. "Electricians"
"Elevator Construction"
63. "Floor Covering Installers"
"Glaziers"
64. "Lathers"
"Marble Setters"
65. "Operating Engineers"
"Painters and Paperhangers"
66. "Plasters"
"Plumbers and Pipefitters"
67. "Roofers"
"Sheet Metal Workers"
68. "Stonemasons"
"Structural Steel Workers"
69. "Truckdriver"
"Local Truckdriver"

70. "Routemen"
"Intercity Busdriver"
71. "Local Busdriver"
"Taxi Drivers"
72. "Machinists"
"Machine Tool Operator"
73. "Tool and Die Maker"
"Instrument Maker"
74. "Air Conditioning Mechanic"
"Appliance Servicemen"
75. "Auto Body Repairmen"
"Auto Mechanics"
76. "Business Machine Servicemen-part I"
"Business Machine Servicemen-part II"
77. "Diesel Mechanics"
"Electric Sign Servicemen"
78. "Farm Equipment Mechanic"
"Industrial Machinery Repairmen"
79. "Instrument Repairman"
"Maintenance Electrician"
80. "Millwrights"
"Radio-T.V. Technician"
81. "Truck and Bus Mechanic"
"Vending Machine Mechanic"
82. "Watch Repairman"
"Composing Room Occupation"
83. "Photoengravers"
"Electro-Stereotypers"
84. "Printing Pressmen"
"Lithographics"
85. "Motion Picture Projectionist"
"Photographic Laboratory Occupation"
86. "Petroleum Occupations-part I"
"Petroleum Occupations-part II"
87. "Pilots-Copilots-part I"
"Pilots-Copilots-part II"

88. "Flight Engineers"
"Stewardess"
89. "Aircraft Mechanics"
"Airplane Dispatcher"
90. "Air Traffic Controller"
"Ground Radio Operator"
91. "Radio-T.V. Announcer"
"Broadcast Technician"
92. "Locomotive Engineer"
"Conductor"
93. "Brakeman"
"Telegrapher"
94. "Telephone Craftsman"
"Telephone Equipment Installer"
95. "Lineman-Cable Splicer"
"Telephone Repair-Installer"
96. "Bank Clerk"
"Teller"
97. "Hotel Clerk"
"Hotel Manager"
98. "Federal Civilian Government Worker-part I"
"Federal Civilian Government Worker-part II"
99. "Mail Carriers"
"Postal Clerks"

These clusters are a guide for the classroom teacher as to what possible occupations that can be studied in the classroom learning period. These clusters subject to change and it is by no means intended to dictate a precise minute-by-minute schedule of activities nor is it intended to cover all the occupations that are covered within any given cluster but a random selection of the larger occupations within the given cluster.

Occupational Clusters

Level Seven

- I. Manufacturing Occupations
- II. Construction Industry Occupations
- III. Service Occupations
- IV. Professional and Technical Occupations

I. Manufacturing Occupations-Level Seven

A. Apparel Industry Occupations

1. Designer
2. Sample Stitcher
3. Pattern Maker
4. Pattern Grader
5. Hand Spreader
6. Machine Spreader
7. Markers
8. Cutter
9. Hand Cutter Shaper
10. Assembler
11. Bundler
12. Fitter
13. Sewing Machine Operator
14. Hand Sewer
15. Material Handler
16. Inspector
17. Checker
18. Trimmer
19. Tailor
20. Dressmaker
21. Bushelmen
22. Presser
23. Collar Pointer
24. Salesmen
25. Saleswomen

B. Aluminum Industry Occupations

1. Anode Men
2. Pot Liners
3. Potmen
4. Tapper
5. Tapper Helper
6. Hot Metal Crane Operator
7. Scaleman
8. Remelt Operator
9. Casting Operator
10. Scalper Operator
11. Soaking Pit Operator
12. Rolling Mill Operator
13. Coiler Operator
14. Annealer
15. Stretcher Leveler Operator
16. Radiographers
17. Wire Draw Operator
18. Extrusion Press Operator
19. Electrician Operator
20. Electronic Mechanic
21. Maintenance Machinist
22. Millwright
23. Diemaker
24. Plumber
25. Pipefitter

C. Industrial Chemical Industry Occupations

1. Chemical Operator
2. Pipefitter
3. Maintenance Machinist
4. Electrician
5. Instrument Repairmen
6. Mechanical Engineer
7. Electrical Engineer
8. Laboratory Technician
9. Accountant
10. Purchasing Agent
11. Sales Representative
12. Personnel Officer
13. Market Analyst
14. Draftsmen
15. Salesmen
16. Bookkeeper
17. Research Chemist
18. Stock Clerk
19. Material Handler
20. Filterer Operator
21. Grinder Operator
22. Mixer Operator
23. Tool Inventor
24. Technical Salesmen
25. Technical Writer

D. Iron and Steel Industry Occupations

1. Stockhouse Larrymen
2. Shipmen
3. Stove Tender
4. Blower
5. Keeper
6. Cindermen
7. Melter
8. Charging Machine Operator
9. Hot Metal Craneman
10. Ladle Craneman
11. Steel Pourer
12. Ingot Stripper
13. Soaking Pit Craneman
14. Roller
15. Manipulator Operator
16. Shearman
17. Wire Drawer
18. Piercer Machine Operator
19. Roll Turner
20. Millwright
21. Instrument Repairmen
22. Scale Mechanic
23. Rigger
24. Mechanical Engineer
25. Metallurgist

Resources

SRA Occupational Exploration Kit

Thiemann, Norma L., Handbook of Job Facts. Science Research Associates, 1968.

Shop Safety. Coronet, n.d. 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

Ancient Crafts-Modern Times. Eyegate, 1971, 6 Color Filmstrips, 6 Cassettes, Gr. 5-12.

The Industrial Worker. Encyclopedia Britannica Educational Corp., n.d. 16 MM. Color, Sound, 17 Min., Gr. 7-9.

The Miner. Encyclopedia Britannica Educational Corp., n. d. 16 MM., Color, Sound, 15 Min., Gr. 7-9.

The Industrial Revolution. Encyclopedia Britannica Educational Corp., n.d. 16 MM., Color, Sound, 23 Min., Gr. 7-12.

The Rise of Labor. Encyclopedia Britannica Educational Corp., 17 MM., Color, Sound, 30 Min., Gr. 7-12.

The Rise of Big Business. Encyclopedia Britannica Educational Corp., 16 MM., Color, Sound, 27 Min., Gr. 7-12.

How About Being An Electronics Assembler? Eyegate. Color, Gr. 7-12, 40 Frames.

Industrial Traffic Manager-Purchasing Agent. American Occupations Series. Educational Sensory Programming, Cassettes. 1971, Gr. 7-12.

Operator-Shipping-Receiving Clerk. American Occupations Series. Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Insurance Agent-Broker-Manufacturer's Salesman. American Occupations Series. Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Machinists-Machine Tool Operator. American Occupations Series. Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

II. Construction Industry Occupations-Level Seven

A. Skilled Occupations

1. Carpenter
2. Plumber
3. Pipefitter
4. Bricklayer
5. Electrician
6. Iron Worker
7. Ornamental Worker
8. Cement Mason
9. Roofer
10. Slater
11. Asbestos Worker
12. Cement Finisher
13. Glazier
14. Lather
15. Paperhanger
16. Plasterers
17. Sheet Metal Worker
18. Rodman
19. Stonemason
20. Terrazzo Worker
21. Tile Setter
22. Marble Setter
23. Plumber
24. Insulator
25. Floor Covering Installers

B. Semiskilled Occupations

1. Bricklayers' Tender
2. Building Laborer
3. Elevator Constructors Helper
4. Marble Setters' Helper
5. Terrazzo Workers' Helper
6. Tile Setters' Helper
7. Plasterers' Laborer
8. Plumbers' Laborer
9. Hod Carrier
10. Construction Laborer
11. Scaffoldman
12. Rigger
13. Assembler
14. Inspector
15. Laborer

C. Building Machinery Occupations

1. Shovel Operator
2. Crane Operator
3. Derrick Operator
4. Bulldozer Operator
5. Grader Operator
6. Tractor Operator
7. Heavy Equipment Mechanic
8. Oiler

- 9. Greaser
- 10. Excavating Operator
- D. Unskilled Occupations
 - 1. Laborer

Resources

Bricklayer-Carpenter. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Cement Mason-Construction Laborer. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Electricians-Elevator Construction. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Floor Covering Installers-Glaziers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Lathers-Marble Setters. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Operating Engineers-Painters and Paperhangers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Plasterers-Plumbers and Pipefitters. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Roofers-Sheet Metal Workers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Stonemasons-Structural Steel Workers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Engineering-Types of Engineering. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Carpenter. Imperial International Learning. 1967, Cassette, Gr. 4-9.

Construction, Production Managers. Exploring The World of Work. H. Wilson Corporation. 1968, Cassette, Gr. 4-12.

Draftsman. Imperial International Learning. 1967, Cassette, Gr. 4-9.

Electrician. Imperial International Learning. 1967, Cassette, Gr. 4-9.

Heavy Machine Operator. Imperial International Learning. 1967, Cassette, Gr. 4-9.

SRA Occupational Exploration Kit. Norma L. Thiemann,
Handbook of Job Facts. Science Research Associates, 1968.

America's Labor Force. Eyegate, 1971, 6 Color Filmstrips,
6 Cassettes, Gr. 7-12.

The World of Work: Vocational Opportunities. Eyegate,
1970, 14 Color Filmstrips, 7 Cassettes, Gr. 7-12.

Occupational Education. Eyegate, 1970, 9 Color Filmstrips,
5 Cassettes, Gr. 7-12.

Ancient Crafts-Modern Times. Eyegate, 1971, 6 Color Film-
strips, 6 Cassettes, Gr. 5-12.

The Rise of Labor. Encyclopedia Britannica Educational
Corp., n.d. 16 MM., Color, Sound 30 Min., Gr. 7-12.

III. Service Occupations—Level Seven

A. Food Service

1. Cook
2. Chef
3. Waiters
4. Waitresses
5. Dishwasher
6. Cashier
7. Floor Polisher
8. Vegetable Slicer
9. Pantrymen
10. Pantrywomen
11. Busboy
12. Busgirl
13. Bartenders
14. Janitor
15. Porter
16. Food Checker
17. Dietitian
18. Bookkeeper

B. Protective Service Occupations

1. FBI Agent
2. State Policemen
3. City Policemen-Policewomen
4. Firemen
5. Sheriff
6. Deputy Sheriff

7. Prohibition Officer
8. Patrol Officer
9. Border Patrolman
10. Security Guard
11. Secret Service

C. Hospital Service Occupations

1. Nursing Aide
2. Orderlies
3. Psychiatric Aide
4. Nursing Assistant

D. Private Home Service Occupations

1. General Maid
2. Personal Maid
3. Nursemaid
4. Infant Nurse
5. Cook
6. Laundress
7. Cooks Helper
8. Companion
9. Governess
10. Handyman
11. Odd Job Man
12. Caretaker
13. Houseman
14. Butler
15. Maid
16. Chauffeur
17. Valet

E. Conservation Service Occupations

1. Foresters
2. Forestry Aids
3. Range Manager
4. Soil Conservationist
5. Game Warden

F. Hotel-Motel Service Occupations

1. Hotel Manager
2. General Manager
3. Food Service Manager
4. Sales Manager
5. Accountant
6. Entertainer
7. Recreation Worker
8. Plumber
9. Painter
10. Detective
11. Seamstress
12. Gardener
13. Maid
14. Room Clerk
15. Elevator Operator
16. Bellman
17. Bell Captain
18. Doorman
19. Washroom Attendant
20. Reservation Clerk

21. Rack Clerk
22. Key Clerk
23. Mail Clerk
24. Floor Supervisor Clerk
25. Housekeeper

Resources

SRA Occupational Exploration Kit.

Theimann, Norma L., Handbook of Job Facts. Science Research Associates, 1968.

The World of Work: Vocational Opportunities. Eyegate, 1970, 14 Color Filmstrips, 7 Cassettes, Gr. 7-12.

Barbers-Cosmetologists. American Occupations Series. Educational Sensory Programming. 1971. Cassette, Gr. 7-12.

Cooks-Chefs-Waitresses. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

FBI Special Agents-Police Officers. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

State Police Officers-Fire Fighters. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Hospital Attendants-Building Custodians. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Hotel Clerk-Hotel Manager. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Mail Carriers-Postal Clerks. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Federal Civilian Government Worker-Part I-Federal Civilian Government Worker-Part II. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Beauty Culture. Classroom World Productions, Inc., n. d. Cassette, Gr. 4-12.

Cosmetologist. Imperial International Learning, 1967, Cassette, Gr. 4-12.

Health Careers. Classroom World Productions Inc., n.d. Cassette, Gr. 4-12.

Hotel-Motel. Classroom World Productions, Inc., n. d. Cassette Gr. 4-12.

Policeman. Imperial International Learning, 1967, Cassette, Gr. 4-12.

The Restaurant Business. Classroom World Productions, Inc., n. d. Cassette, Gr. 4-12.

IV. Professional and Technical Occupations
Level Seven and Eight

A. Medical Occupations

1. Physician
2. Registered Nurse
3. Dentist
4. Anesthetist
5. Pharmacist
6. Dictitian
7. X-Ray Technologist
8. Radiologist
9. Speech Therapist
10. Medical Sechnologist
11. Hearing Therapist
12. Physical Therapist
13. Optical Mechanic
14. Osteopathic Physician
15. Medical Secretary
16. Optical Mechanic
17. Laboratory Technician
18. Industrial Hygienist
19. Dental Assistant
20. Dental Hygienist
21. Hospital Administrator
22. Chiropractor
23. Veterinarian
24. Sanitarian

25. Licensed Practical Nurse

26. Occupational Therapist

B. Legal Occupations

1. Attorney

2. Insurance Adjustor

3. Tax Collector

4. Probation Officer

5. Credit Investigator

6. Claims Examiner

7. Legal Secretary

8. Court Stenographer

9. Judge

10. Probate Officer

C. Educational Occupations

1. Extension Workers

2. Elementary Teacher

3. Secondary Teacher

4. Professor

5. Nursery School Teacher

6. Kindergarten Teacher

7. Public Librarian

8. Special Librarian

9. Athletic Coach

10. Principal

11. Counselor

12. Guidance Counselor

13. Rehabilitation Counselor
14. Social Scientist
15. Anthropologist
16. Economist
17. Historian
18. Sociologist
19. Social Worker
20. Speech Therapist
21. Cooperative Extension Worker

D. Engineering Occupations

1. Aerospace Engineer
2. Agricultural Engineer
3. Nuclear Engineer
4. Air Conditioning Engineer
5. Refrigeration Engineer
6. Ceramic Engineer
7. Chemical Engineer
8. Civil Engineer
9. Electrical Engineer
10. Industrial Engineer
11. Metallurgical Engineer
12. Mining Engineer
13. Petroleum Engineer
14. Safety Engineer
15. Sanitary Engineer
16. Stationary Engineer
17. Systems Engineer

18. Traffic Engineer

19. Electronic Engineer

E. Environmental Occupations

1. Geologist

2. Geophysicist

3. Meteorologist

4. Oceanographer

5. Hydrologist

6. Seismologist

7. Geodesist

8. Teclonophysicists

F. Life Science Occupations

1. Botanist

2. Zoologist

3. Microbiologist

4. Agronomist

5. Anatomist

6. Biochemist

7. Geneticist

8. Horticulturist

9. Nutritionist

10. Pathologist

11. Entomologist

12. Biophysicist

G. Physical Science Occupations

1. Chemist

2. Physicist

3. Astronomer

H. Related Professional Occupations

1. Architect

2. College Placement Officer

3. Home Economist

4. Landscape Architect

5. Model

6. Photographer

7. Recreation Worker

8. Social Worker

9. Surveyor

10. Urban Planner

Resources

SRA Occupational Exploration Kit. Thiemann, Norma L. Handbook of Job Facts. Science Research Associates, 1968.

Jobs In Health Services. Coronet, n.d., 8 Color Filmstrips, 8 Cassettes, Gr. 7-12.

The Doctor. Encyclopedia Britannica Educational Corp., n.d. 16mm Color, Sound, 17 min., Gr. 7-9.

Health In Our Community. Encyclopedia Britannica Educational Corp., n.d., 16mm Color, Sound, 14 min., Gr. 7-9

Communication With The Public. Encyclopedia Britannica Educational Corp., n.d., 16mm Color, Sound, 12 min., Gr. 7-9.

Would You Love Animals? Eyegate, Color, Filmstrips, 40 Frames. Gr. 7-9.

Would You Like Hospital Work? Eyegate, Color, Filmstrip, Gr. 7-9, 40 Frames.

Accountant-Advertising Workers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Marketing Research Workers-Personnel Workers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Public Relations Worker-Protestant Clergymen. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Rabbis-Roman Catholic Priests. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Range Managers-Employment Counselors. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Rehabilitation Counselors-School Counselors. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Engineering-Types of Engineering. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Physicians-Ostropathic Physicians. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Dentists-Dental Hygienists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12

Dental Assistant-Dental Lab. Technician. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Registered Nurses Licensed Practical Nurse. American Occupations Series, Educational Sensory Programming, Cassettes 1971, Gr. 7-12.

Optometrist-Pharmacists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Podiatrist-Chiropractors. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Occupational Therapist-Physical Therapist. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Speech Pathologist and Audiologist-Medical Laboratory Worker. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Radiologic Technologist-Medical Record Librarian. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Dieticians-Hospital Administrator. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Sanitariums-Veterinarians. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Mathematicians-Statisticians. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Geologist-Geophysicists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Meteorologists-Oceanographers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Life Scientists-Biochemists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Chemists-Physicists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Astronomers-Actors-Actress. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Industrial Designer-Interior Decorator. American Occupations
Series, Educational Sensory Programming, Cassettes, 1971,
Gr. 7-12.

Anthropologists-Economists. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Geographers-Historians. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Political Scientists-Sociologists. American Occupations
Series, Educational Sensory Programming, Cassettes, 1971,
Gr. 7-12.

Kindergarten and Elementary School Teacher-Secondary School
Teacher. American Occupations Series, Educational Sensory
Programming, Cassettes, 1971, Gr. 7-12.

College and University Teachers-Engineering Science. American
Occupations Series, Educational Sensory Programming, Cassettes,
1971, Gr. 7-12.

Architects-Technical Writers. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

College Placement Officer-Home Economists. American
Occupations Series, Educational Sensory Programming, Cassettes,
1971, Gr. 7-12.

Landscape Architects-Lawyers. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Librarians-Library Technicians. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Models-Photographers. American Occupations Series, Educational
Sensory Programming, Cassettes, 1971, Gr. 7-12.

Systems Analysts-Programmers. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Psychologists-Recreation Worker. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Social Workers-Surveyors. American Occupations Series,
Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Urban Planners-Managerial Occupations. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

FBI Special Agents-Police Officers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

State Police Officers-Fire Fighters. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

About Colleges and Universities. Planning Beyond High School. H. Wilson Corporation, 1968. Gr. 7-12.

Architect. Imperial International Learning, 1967. Gr. 7-12.

Architecture. Classroom World Production, Inc., n.d., Gr. 4-12.

Chemist. Imperial International Learning, 1967, Gr. 4-12.

Commercial Artist. Exploring the World of Work. H. Wilson Corporation, 1968. Gr. 4-12.

Commercial Photographer. Imperial International Learning, 1967, Gr. 4-12.

Counselor. Imperial International Learning, 1967, Gr. 6-12.

Draftsman. Imperial International Learning, 1967, Gr. 6-12.

Elementary Teacher. Imperial International Learning, 1967, Gr. 7-12.

Engineering. Classroom World Productions, Inc., n.d., Gr. 7-12.

Landscaping and Nursery Business. Classroom World Productions, Inc., n.d.

Law. Classroom World Productions, Inc., n.d.

Lawyer. Imperial International Learning, 1967.

Librarian. Imperial International Learning, 1967.

Librarian, Musician. Exploring the World of Work. H. Wilson Corporation, 1968, Gr. 4-12.

Literary/Musical Occupations, Writers. Exploring the World of Work. H. Wilson Corporation, 1968. Gr. 4-12.

Mechanical Interest Occupations, Engineers. Exploring the World of Work. H. Wilson Corporation, 1968. Gr. 4-12.

Medical Technician. Imperial International Learning, 1967.

Medical X-Ray Technician. Imperial International Learning, 1967.

Musician. Imperial International Learning, 1967.

Nurse, Practical. Imperial International Learning, 1967.

Nurse, Registered. Imperial International Learning, 1967.

Oceanography. Classroom World Productions, Inc., n.d.

Our Friend The Policeman. Classroom World Productions, Inc., n.d.

Photography. Classroom World Productions, Inc., n.d.

Physician. Imperial International Learning, 1967.

Pilot, Co-pilot. Imperial International Learning, 1967.

Plumber-Pipefitter. Imperial International Learning, 1967.

Policeman. Imperial International Learning, 1967.

Printer. Imperial International Learning, 1967.

Printing and Engraving. Classroom World Productions, Inc., n.d.

Programmer. Imperial International Learning, 1967.

Public Relations. Imperial International Learning, 1967.

Real Estate Broker. Imperial International Learning, 1967.

Scientific Research. Classroom World Productions, Inc., n.d.

Secondary Teacher. Imperial International Learning, 1967.

Social Work. Classroom World Productions, Inc., n.d.

Social Worker. Imperial International Learning, 1967.

Stationary Engineer. Imperial International Learning, 1967.
Stewardess, Airline. Imperial International Learning, 1967.
Technical Writer. Imperial International Learning, 1967.
Transportation. Classroom World Productions, Inc., n.d.

Occupational Clusters

Level Eight

- I. Transportation Occupations
- II. Communication and Graphic Arts Occupations
- III. Business and Related Occupations
- IV. Professional and Technical Occupations

Transportation Occupations--Level Eight

A. Driving Occupations

1. Local Truck Driver
2. Over The Road Truck Driver
3. Routemen
4. Taxicab Driver
5. Local Transit Bus Driver
6. Intercity Bus Driver

B. Railroad Transportation

1. Locomotive Engineer
2. Locomotive Firemen
3. Conductors
4. Brakemen
5. Telegrapher
6. Towermen
7. Station Clerks
8. Signal Waker
9. Cormen
10. Machinist
11. Switchmen
12. Baggageemen
13. Dispatcher
14. Claims Investigator
15. Patrolmen
16. Maintenance of Way Worker
17. Cook
18. Waiter

19. Porter
20. Yard Engineer
21. Station Agent
22. Ticket Agent
23. Track Worker
24. Electrician
25. Blacksmiths

C. Automobile Transportation

1. Metal Finisher
2. Plater
3. Sprayer
4. Polisher
5. Cutter
6. Sewing Machine Operator
7. Trimmer
8. Factory Clerk
9. Stock Chaser
10. Engineer
11. Chemist
12. Metallurgist
13. Draftsman
14. Purchasing Agent
15. Assembler
16. Sheet Metal Worker
17. Body Repairmen
18. Transmission Specialist or mechanic
19. Air Conditioning Specialist or mechanic
20. Front end mechanic

21. Brake mechanic
22. Radiator mechanic
23. Glass mechanic
24. Lubrication Man
25. Gasoline Service Station Attendent

D. Airline Transportation

1. Pilot
2. Copilot
3. Flight Engineers
4. Stewardesses
5. Aircraft Mechanic
6. Airline Dispatcher
7. Air Traffic Controller
8. Ground Radio Operator
9. Teletypist
10. Traffic Agent
11. Clerk
12. Mechanic
13. Freight Handler
14. Custodial
15. Meteorologist
16. Station Agent
17. Reservationist
18. Research Engineer
19. Electronic Technician
20. Heat treater
21. Inspector

22. Tester
23. Machinist
24. Maintenance Craftsmen
25. Riveter

E. Shipping and Merchant Marine Transportation

1. Steward
2. Deck Officer
3. Engineer
4. Mate
5. Seamen
6. Boatswain
7. Wiper
8. Firemen
9. Oiler
10. Watertender
11. Deck Engine Mechanic
12. Refrigerator
13. Electrician
14. Messman
15. Utilityman
16. Cook
17. Baker
18. Captain
19. Master
20. Chief Mate
21. Second Mate
22. Third Mate

- 23. Marine Engineer
- 24. Purser
- 25. Radio Officer

Resources

SRA Occupational Exploration Kit.

Thiemann, Norma L., Handbook of Job Facts. Science Research Associates, 1968.

Careers In Aerospace. Eyegate, 1970, 12 Color Filmstrips, 6 Cassettes, Gr. 7-12.

The World of Work: Vocational Opportunities. Eyegate, 1970, 14 Color Filmstrips, 7 Cassettes, Gr. 7-12.

Development of Transportation. Encyclopedia Britannica Educational Corp., n. d. 16 MM. Color, Sound, 11 Min., Gr. 7-12.

Air Traffic Controller-Ground Radio Operator. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Locomotive Engineer-Conductor. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Brakeman-Telegrapher. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Mechanic. Imperial International Learning. 1967, Cassettes, Gr. 4-12.

Bookkeeper, Travel Agent. Exploring The World of Work. H. Wilson Corporation, 1968, Cassettes, Gr. 4-12.

Laundry Routeman. Imperial International Learning. 1967, Cassettes, Gr. 4-12.

Local Truck Driver. Imperial International Learning. 1967, Cassettes, Gr. 4-12.

Airline Stewardess. Imperial International Learning. 1967, Cassettes, Gr. 4-12.

Transportation. Classroom World Productions, Inc., n. d. Cassettes, Gr. 4-12.

Industrial Traffic Managers-Purchasing Agents. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Parts Counter Man-Telephone Operator. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Salesman-Auto Service Advisor. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Truck Driver-Local Truckdriver. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Routemen-Intercity Busdriver. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Local Busdriver-Taxi Driver. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Air Conditioning Mechanic-Appliance Servicemen. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Body Repairman-Auto Mechanic. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Diesel Mechanics-Electric Sigh Servicemen. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Industrial Machinery Repairmen-Farm Equipment Mechanic. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Truck and Bus Mechanic-Vending Machine Mechanic. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Pilots-Copilots Part I,-Pilots-Copilots Part II. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Flight Engineers-Stewardess. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Aircraft Mechanics-Airplane Dispatcher. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

II. Communication and Graphic Arts Occupations-Level Eight

A. Radio Occupation

1. Announcer
2. Disk Jockey
3. Reporter
4. News Reporter
5. Technician
6. Sports Reporter
7. Audio Engineer
8. Technician
9. Advertiser
10. Station Announcer
11. Sports Director
12. Receptionist
13. Secretary
14. Typist
15. Program Director
16. Producer
17. Sponsor
18. Public Affairs Director
19. Sound Effect Technician
20. Weatherman
21. Repairman
22. Salesman
23. Script Writer
24. Schedule Manager
25. Sports Announcer

B. Television and Performing Arts Occupations

1. Announcer
2. News Reporter
3. Sports Reporter
4. Technician
5. Artist
6. Writer
7. Musician
8. Chorographer
9. Set Designer
10. Painter
11. Repairman
12. Audio Engineer
13. Video Engineer
14. Station Announcer
15. Wardrobe Mistress
16. Prop Man
17. Monitor
18. Dancer
19. Fashion Designer
20. Interior Designer
21. Program Director
22. Public Affairs Director
23. Lighting Engineer
24. Film Editor
25. Stage Manager

C. Newspaper Occupation

1. Newsboy
2. Proof Reader
3. Typesetter
4. Photoengravers
5. Cameraman
6. Pressman
7. Reporter
8. Editor
9. Journalist
10. Messengers
11. Technical Writers
12. Press Repairman
13. Typist
14. Stenographers
15. Compositors
16. Linotype Operator
17. Teletype Operator
18. Advertising Worker
19. Copywriter
20. Stationary Engineer
21. Secretary
22. Newspaper Vender
23. Advertising Copywriter
24. Jobber
25. Cartoonists

D. Magazine Occupation

1. Proof Reader
2. Typesetter
3. Editor
4. Editorial Associate
5. Circulation Manager
6. Production Manager
7. Advertising Manager
8. Art Director
9. Publisher
10. Advertising Sales Manager
11. Supervisor
12. Artist
13. Foreign Editor
14. Editorial Layout
15. Research Editor
16. Phototypographer
17. Librarian
18. Cartographer
19. Secretary
20. Advertising Director
21. Fashion Designer
22. Copywriter
23. Binders
24. Mailers
25. Models

E. Postal Occupation

1. Post Master
2. Window Clerk
3. Mail Carrier
4. Postal Supervisor
5. Postal Guards
6. Special Delivery Messenger
7. Postal Clerk
8. Janitor
9. Inspectors
10. Examiners

F. Telephone Occupation

1. Operator
2. Installer
3. Linesman
4. Insulating Worker
5. Instrument Maker
6. Instrument Repairman
7. Cable Splicer
8. Clerical Worker
9. Maintenance Worker
10. Stenographers
11. Typist
12. Bookkeeper
13. Office Machine Operator
14. Computer Operator
15. Key punch Operator
16. Cashiers

17. File Clerks
18. Accounting Clerks
19. Auditing Clerks
20. Payroll Clerks
21. Purchasing Agent
22. Training Specialist
23. Statistician
24. Engineer
25. Draftsmen

Resources

SRA Occupational Exploration Kit. Thiemann, Norma L.,
Handbook of Job Facts. Science Research Associates, 1968.

Development of Communication. Encyclopedia Britannica
Educational Corp., n.d. 16 MM., Black/White, Sound, 10
Min., Gr. 7-12.

Communicating With The Public. Encyclopedia Britannica
Educational Corp., n.d. 16 MM., Color, Sound, 12 Min., Gr. 7-12.

Instrument Repairman-Maintenance Electrician. American
Occupational Series. Educational Sensory Programming, 1970,
Cassette, Gr. 7-12.

Millwrights-Radio-T.V. Technician. American Occupational
Series. Educational Sensory Programming, 1970, Cassette,
Gr. 7-12.

Watch Repairman-Composing Room Occupation. American Oc-
cupational Series. Educational Sensory Programming, 1970,
Cassette, Gr. 7-12.

Photoengravers-Electro-Stereotypers. American Occupational
Series. Educational Sensory Programming, 1970, Cassette,
Gr. 7-12.

Printing Pressmen-Lithographics. American Occupational
Series. Educational Sensory Programming, 1970, Cassette,
Gr. 7-12.

Motion Picture Projectionist-Photographic Laboratory Occupation.
American Occupational Series. Educational Sensory Programming,
1970, Cassette, Gr. 7-12.

Radio-T.V. Announcer-Broadcast Technician. American Oc-
cupational Series. Educational Sensory Programming, 1970,
Cassette, Gr. 7-12.

Draftsman-Newspaper Reporter. American Occupational Series.
Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Technical Writers-Architects. American Occupational Series.
Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Models-Photographers. American Occupational Series. Ed-
ucational Sensory Programming, 1970, Cassette, Gr. 7-12.

Astronomers-Actor-Actress. American Occupational Series.
Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Dancers-Musicians and Music Teachers. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Singers and Singing Teachers-Commercial Artists. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Industrial Designer-Interior Decorator. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Stenographer-Secretary-Typists. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Telephone Operator-Auto Parts Counter Man. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Broadcasting. Classroom World Productions, Inc., n.d. Cassette, Gr. 4-9.

Commercial Artist. Exploring the World of Work. H. Wilson Corporation, 1968, Cassette, Gr. 4-12.

Commercial Photographer. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Printing and Engraving. Classroom World Productions, Inc., n.d. Cassette, Gr. 4-9.

Programmer. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Repair Service. Classroom World Productions, Inc., n.d. Cassette, Gr. 4-9.

Public Relations. Imperial International Learning, 1967, Cassette, Gr. 4-9.

TV and Radio Serviceman. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Printer. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Photography. Classroom World Productions, Inc., Cassette, n.d. Gr. 4-9.

Electrician. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Electronic Technician. Imperial International Learning, 1967, Cassette, Gr. 4-9.

III. Business and Related Occupations-Level Eight

A. Clerical Occupations

1. Advertising Accountant Executive
2. Actuaries
3. Cost Accountant
4. Bookkeeper
5. System Analysts
6. Credit Collectors
7. Auditors
8. Accountant
9. Market Analyzer
10. System Analyst

B. Secretarial Occupations

1. Typist
2. Correspondence Secretary
3. Stenographers
4. Shorthand Reporters
5. File Clerk
6. Private Secretary
7. Personal Secretary
8. Secretary
9. Cashiers
10. Receptionist

C. Sales Occupation

1. Securities Salesman
2. Real Estate Agent
3. Insurance Agent
4. Broker
5. Manufactures Salesmen
6. Wholesale Salesworker
7. Retail Salesworker
8. Door to Door Salesmen
9. Automobile Salesmen
10. Automobile Parts Countermen
11. Personnel Worker
12. Public Relation Worker

D. Managerial Occupations

1. City Managers
2. Hotel Manager
3. Motel Manager
4. Restaurant Manager
5. Industry Manager
6. Traffic Manager
7. Airport Manager
8. Office Manager
9. Theater Manager
10. Shop Manager
11. Purchasing Manager
12. Sales Manager
13. Industrial Traffic Manager

E. Data Processing Occupations

1. Data Processing Machine Operator
2. Key Punch Operator
3. Programmer
4. Electronic Computer Operating Personnel
5. Console Operator
6. Data Typist

F. Business Machine Maintenance Occupations

1. Office Machine Servicemen
2. Typewriter Servicemen
3. Adding Machine Servicemen
4. Calculating Machine Servicemen
5. Cash Register Servicemen
6. Accounting-Bookkeeping Machine Servicemen
7. Data Processing Equipment Servicemen
8. Dictating Machine Servicemen
9. Duplicating and Copying Machine Servicemen
10. Postage and Mailing Equipment Servicemen

Resources

SRA Occupational Exploration Kit. Thiemann, Norma L.,
Handbook of Job Facts. Science Research Associates, 1968.

Business Filing. Coronet, n.d. 6 Color Filmstrips, 6
Cassettes, Gr. 7-12.

The A.B.C.'s of Getting and Keeping A Job. Eyegate, 1970,
8 Color Filmstrips, 4 Cassettes, Gr. 7-12.

The Rise of Big Business. Encyclopedia Britannica Ed-
ucational Corp., n.d. 16 MM., Color, Sound, 27 Min.,
Gr. 7-9.

You Can Go A Long Way. Encyclopedia Britannica Educational
Corp., n.d. 16 MM., Black/White, Sound. 22 Min., Gr. 7-9.

Planning Your Career. Encyclopedia Britannica Educational
Corp., n.d. 16 MM., Black/White, Sound, 16 Min., Gr. 7-9.

Choosing A Job. Encyclopedia Britannica Educational Corp.,
n.d. 16 MM., Color, Sound, 12 Min., Gr. 7-9.

Applying For A Job. Encyclopedia Britannica Educational
Corp., n.d. 16 MM., Color, Sound, 13 Min., Gr. 7-9.

Getting A Promotion. Encyclopedia Britannica Educational
Corp., n.d. 16 MM., Color, Sound, 14 Min., Gr. 7-9.

Would You Like To Sell? Eyegate, Color Filmstrip, Gr. 7-12.
40 Frames.

How About Office Work? Eyegate, Color, Filmstrip, 39 Frames,
Gr. 7-12.

How About Being A Key Punch Operator? Eyegate, Color,
Filmstrip, 39 Frames, Gr. 7-12.

Would You Like To Be A Cashier? Eyegate, Color, Filmstrip,
39 Frames, Gr. 7-12.

Do You Like Flowers? Eyegate, Color, Filmstrip, 40 Frames,
Gr. 7-12.

Accountant-Advertising Workers. American Occupational Series.
Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Marketing Research Workers-Personnel Workers. American
Occupational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Systems Analysts-Programmers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Industrial Traffic Manager-Purchasing Agent. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Clerical Occupations-Bookkeeping Workers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Cashiers-Electronic Computer Operators. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Office Machine Operator-Shipping-Receiving Clerk. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Stenographer-Secretary-Typists. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Telephone Operator-Auto Parts Counter Man. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Salesman-Auto Service Advisor. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Insurance Agent-Broker-Manufacturer's Salesman. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Real Estate Salesmen-Broker-Retail Trade Salesworker. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Securities Salesman-Wholesale Trade Workers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Bank Clerk-Teller. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Hotel Clerk-Hotel Manager. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Federal Civilian Government Worker-part I-Federal Civilian Government Worker-part II. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Mail Carriers-Postal Clerks. American Occupational Series.
Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Accountant. Imperial International Learning, 1967, Cassette,
Gr. 4-9.

Advertising. Classroom World Productions, Inc., n. d.
Cassette, Gr. 4-9.

Advertising. Imperial International Learning, 1967, Cassette,
Gr. 4-9.

Bookkeeper, Travel Agent. Exploring the World of Work.
H. Wilson Corporation, 1968, Cassette, Gr. 4-12.

Clerical Interest Occupations, Secretary. Exploring the
World of Work. H. Wilson Corporation, 1968, Cassette,
Gr. 4-12.